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## A GUIDE TO STUDY ABROAD

BOOKS BY JOHN A. GARRATY AND WALTER ADAMS

From Main Street to the Left Bank, *Michigan State University Press*. 1959

Is the World Our Campus? *Michigan State University Press*. 1960

BY DR. GARRATY

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Monopoly in America (with H. M. Gray). *Macmillan*. 1955

Trucking Mergers, Concentration and Small Business (with J. B. Hendry). *U. S. Government Printing Office*, 1957

1962-1963 EDITION

*A Guide to*  
*Study Abroad*

*University, Summer School, Tour and Work-and-Study Programs*

by JOHN A. GARRATY  
and WALTER ADAMS

*Introduction by Lyndon B. Johnson*

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A GUIDE TO STUDY ABROAD

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## ACKNOWLEDGMENTS

This book is based upon our on-the-spot observation of a very large number of overseas educational institutions, some American-sponsored, others regular parts of foreign educational systems, and also upon a study of the catalogs and brochures issued by many more such institutions. We have talked with hundreds of students, teachers, and administrators at these centers of learning, and we have reached still others through questionnaires and personal letters. Our work began during the 1957-58 academic year when we were doing research in Europe for our previous book on foreign study, *From Main Street to the Left Bank*. It was completed during the summer of 1961, when we traveled more than 7,000 miles in Europe in search of fresh impressions and additional data. In trying to understand what we have seen we have made use of many kinds of information, but we have depended especially upon what we have taken in with our own eyes and ears in classrooms and lecture halls. Naturally, we do not claim that our judgments are universally accurate. But we assure the reader that we have done our best to observe keenly, evaluate fairly, and present our opinions frankly and clearly.

Unfortunately space will not permit our mentioning by name all of the persons whose help has made this book possible. In our visits to schools we were always received warmly and given every reasonable assistance. Only once were we refused admittance to the classroom, and that was at a

cooking school in Paris where we were suspected—not entirely without reason—of having an ulterior motive. (At the end of each class it was customary for the students to consume the “laboratory materials,” and we were not averse to participating for the sake of first-hand scientific evaluation.) Although mere words are inadequate to express our obligation, we wish here to offer our most profound thanks to all those who have helped us.

Certain people outside the university world must be mentioned by name because they aided us in ways far beyond the call of duty. Miss Lily von Klemperer and her staff at the Institute of International Education in New York made available to us the Institute’s huge collection of university catalogs, questionnaires, and other materials relating to foreign universities. Without intensive study of these documents beforehand, our field research could never have been accomplished within the time at our disposal. At the American Embassy in Paris, our European “headquarters,” Marcelle Lecomte, Traci Gore, and the staff of the Conference Attaché gave us every possible assistance. The following U. S. Information Service officers were also especially helpful: Eleanor W. Allen (Vienna), Ursula Bodenburg (Bonn), Peter F. Brescia (Tours), Jacob Canter (Madrid), Lyne Few (Rome), Lewis M. Hammond (Bonn), Arthur Hoffman (Bordeaux), Roger P. Ross (Copenhagen), Howard H. Russell (Bonn), Patricia van Delden (The Hague), Dorothy Ward (Paris).

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Finally we wish to thank our wives, Pauline Adams, M. A., instructor in American Thought and Language at Michigan State University, and Joan P. Garraty, M. A., instructor, Greenwich Country Day School, Greenwich, Connecticut. They participated fully in our researches—interviewing students, observing classes, and performing a large share of the arduous clerical work that was required in the preparation of the descriptive materials in the following pages.

JOHN A. GARRATY  
WALTER ADAMS



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## INTRODUCTION

In ancient times, scholars journeyed to Athens and Alexandria to sit at the feet of sages and masters. Students from the tributary countries flocked to Peking to savor the beauty of China's artistic achievements and to meditate on the thoughts of her great philosophers. Later on, in Europe, the scions of aristocratic families did not consider their education complete until they had spent some time abroad acquiring polish, breadth of culture, and broadened perspective. The motives for these intellectual pilgrimages were personal; these students went abroad solely for their own benefit.

In more recent times, the stirring emotions of nationalism created a hunger for knowledge in the young people from underdeveloped nations. Spurred by the urgency of their countries' needs but lacking adequate institutions of higher learning at home, they were compelled to go abroad for their education and technical training. They were motivated by love of mother country and a desire to see her catch up with the more advanced nations rather than by mere personal advantage. Jawaharlal Nehru and Mahatma Gandhi, for instance, were the products of English universities. Sun Yat-sen studied in the United States, Chiang Kai-shek in Japan, and Chou En-lai in France. Over the years, Japan sent scores of her promising young men to Germany, and there are few African leaders today who have not acquired part of their education in other lands.



But 20th century man, and especially the 20th century American, is called upon to strive for greater objectives than mere individual pursuit of knowledge or even service to his own nation. Catapulted into the jet and space age, confronted with fantastically expanded horizons, he can no longer think in terms of national boundaries or "natural" barriers. Rather, he must think on a scale of global involvement and interdependency.

The mutual exchange of students between nations is a vital part of any program to attain world peace through better understanding, to distribute technical knowledge from developed to underdeveloped countries, to share more equitably the world's social and economic bounty, and to promote an exchange of information and ideas. These goals can be ignored only at our peril. They must be met with a sense of compelling urgency.

As Americans, we have been so preoccupied for so many decades with developing our own land and with solving our own national problems that we have neglected the study of other peoples, other languages, and other cultures. Whatever the justification for this mental isolationism in a by-gone age, it is a luxury we can no longer afford. At a time when many of our government agencies lack the skilled manpower to discharge our international commitments, we find Russia and China deploying hordes of students and technicians abroad in order to acquire vital skills of speech and technology, to get the "feel" of other countries, and to understand the thinking of other peoples. These emissaries are also in a position to explain the vagaries of Russian and Chinese policies; undoubtedly they leave their imprint, particularly upon the intelligentsia with whom they associate in the colleges and universities they attend.

As I look ahead to the challenges confronting America, I would strongly urge our qualified young men and women to consider the prospect of some study abroad. In our position of world leadership, we need citizens with a knowledge of foreign countries and fluency in other languages to administer and carry on our global commitments: to run our far-flung aid programs, to enable us to communicate effectively and advantageously with other countries, and to interpret our policies and programs *directly* to those with whom we deal. In short, we must speak to other peoples in their tongues and within their own terms.

I realize, of course, that the decision to study abroad is not an easy one. The United States has become the educational mecca of the world. There are some 2,000 institutions of higher learning within our own boundaries, and many of these are unsurpassed by any institution outside of the country. Moreover, Americans attending college at home need not struggle with an unfamiliar tongue nor adjust to unfamiliar ways in a strange environment. Nevertheless, many young Americans *do* go abroad to study

—more every year. I think that, consciously or not, most of these students are impelled by the conviction that they will be serving their country as well as themselves, and that they will be contributing to the cause of world peace by helping to bring about mutual understanding between nations.

To facilitate the foreign education of American students, there are many excellent private programs sponsored by universities, philanthropic foundations, and organizations like the Institute of International Education. But the Federal Government itself, which is vitally interested in promoting study abroad, also encourages the educational exchange of students, scholars, and technicians in many ways.

Among these efforts, perhaps the best known is the Fulbright program established in 1946 under Public Law 584 of the 79th Congress. Financed through the sale of surplus property abroad, this program has since its inception enabled some 40,000 people in 38 countries to enrich their backgrounds and increase international good will by sharing their educational, scientific, and cultural interests. It has enabled Americans to study abroad at the graduate level, to teach in an elementary or secondary school, to lecture in a university, or to conduct postdoctoral research. It has offered similar opportunities to citizens of other countries who come to the United States.

In 1948, Congress passed the Smith-Mundt Act (Public Law 402, 80th Congress) which provided for cooperation with other nations in “(a) the interchange of persons, knowledge and skills; (b) the rendering of technical and other services; and (c) the interchange of developments in the field of education, the arts, and sciences.” Public Law 265 of the 81st Congress allocated funds from Finland’s World War I debt for educational exchanges between the two countries, and Public Law 48 of the 82nd Congress authorized the use of India’s interest payments on the emergency food relief loan for the same purpose.

These and similar programs, as Senator Fulbright has recently observed, have as their objective “at home to promote a wider interest and deeper comprehension of other societies and abroad to create a climate of public opinion in which the actions, motives, and policies of the United States will be fairly interpreted.” They represent a recognition by the government that the security of our country rests not alone on armies, bombs, and military hardware, but also on economic and cultural cooperation and understanding between nations. As President Eisenhower has said, “Today it is vitally important that we and others detect and pursue the ways in which cultural and economic assistance will mean more to free world strength, stability, and solidarity than will purely military measures.” This is certainly a view which enjoys broad bi-partisan support, and to

which this Administration is thoroughly dedicated and which it has promoted in word and deed.

In pointing to the potential benefits of increased educational and cultural exchange, I am not unmindful of some of the problems involved. I am aware of the fact that many Americans who go abroad to study are not adequately prepared for the experience. As Donald J. Shank, Executive Vice-President of the International Institute of Education, points out, many of our "young men and women know almost nothing about the educational systems to which they are to be exposed and nothing at all about the social or political environment in which they will be expected to live. Even more tragic is the fact that many students know little about the social problems and developments in the United States. Young and naive Americans are suddenly faced with mature, politically sophisticated individuals in a foreign country. This is a disturbing reality of exchange." Here is an aspect of exchange where there is, I am convinced, wide room for improvement.

If increasing numbers of Americans are to go abroad for study—as they undoubtedly will in the years to come—they must be better prepared for this experience. Our young people must know more about other languages, other lands, and other ways of thinking and doing. They must know more about their own country, its value systems, its traditions, and its aspirations. They must have more information on which to base a meaningful plan of study, so that their overseas experience will be of maximum benefit to them as individuals and to us as their fellow countrymen.

That is why books such as this can make a valuable contribution. It explains the challenge as well as the problems of foreign study. It attempts to describe the environment in which the American student will find himself, and to present rather detailed information on the opportunities available in a host of institutions abroad. The book is prepared by two leading educators with a wide range of overseas experience—John A. Garraty, a distinguished biographer and professor of history at Columbia University, and Walter Adams, a professor of economics at Michigan State University and member of the U.S. Advisory Commission on Educational Exchange. If the book accomplishes the constructive purpose intended, its publication will advance the cause of effective international education.

LYNDON B. JOHNSON  
Vice President of  
the United States

*Washington, D.C.*  
*January, 1962*



# A GUIDE TO STUDY ABROAD



## CHAPTER 1: *Basic Considerations*

*Americans have a long history of foreign study . . . who goes . . . where and why . . . the fringe benefits of study in foreign universities for undergraduates, graduate students, and teachers . . . some difficult adjustments for the American student . . . a first look at important differences in national educational systems.*

HER NAME was Mary W——. We met her in the Luxembourg Gardens, and she was hesitant and strained at first because we *were* trying to strike up an acquaintanceship without an introduction. But she looked us over briefly, saw that we were “older men” and decent sorts, and then she smiled and said yes, she was an American and a student. How had we known, and what did we want?

We had known because we had heard her chatting in French with a couple of other young people in the park. Her accent revealed her origin, yet her French was so good that we knew her to be no mere tourist. Now we wanted to talk with her about study abroad. Mary smiled broadly. “Come on,” she said. “Let’s sit down on this bench. I’ve been in Paris since September [it was now June], spending my junior year of college here. I’ve never had such a terrific time. And I’ve learned so much: French, of course, but other things, too—art and history and . . . well, mostly about people and how they live. This has been the greatest year of my life.”

The place was a large public room in a Madrid hotel. We were with four American schoolteachers, and we asked them why they were studying in Europe. They each tried to answer at once; then Robert J——, a hefty, balding fellow of about forty, a language teacher from a large New Jersey high school, quieted his comrades with a gruff, good-humored shout, and said: "Why, we're here for a dozen different reasons. I'm trying to remember how to *talk* Spanish, instead of just reading it out of a book. All of us are stocking up on impressions and insights to pass on to the kids in our classes next fall. Mike and Bill are here to earn credits toward advanced degrees. And, frankly, we're all having a good time, too. We've worked hard and saved for years for this trip, and we're out to enjoy it." One of his companions interrupted: "I'm an art teacher from Kansas," he said. "And I don't see how I've managed to teach art history all these years without ever having studied here. When I get back, I'm going straight to the principal and I . . ."

A third member of the group chimed in. For two hours our scurrying pencils collected impressions. The consensus: Overseas study is a wonderful thing. All language teachers should spend at least every third or fourth summer abroad. *Any* teacher will profit from visiting foreign lands. The government ought to provide more grants to help get our teachers overseas. And—"We've never enjoyed ourselves as much as we have this summer."

We found Carol B——at a work camp, helping build homes for refugees from East Germany. The road that led us to her was tortuous, both literally and figuratively. It took us first to the *Centre Quaker International* in Paris, and then to Bückenburg, a town in North Germany. There a young man directed us on to the headquarters of the *Internationaler Zivildienst* in a Hamburg office building, where two young volunteers found Carol's name on one of their lists. Then back across Germany to Sechtem, a village near Bonn. And thence, finally, up a winding, rutted road to the building site.

Carol was wearing blue jeans and a grey sweatshirt. After we explained who we were, and after she had recovered from the surprise of having been tracked down so relentlessly, she explained why she was spending her summer as a day laborer, nailing up concrete forms and trundling loads of brick. "Work draws people together," she said. "Being a tourist is okay if you want to see the famous sights and the fashion showings—but in a camp like this you get to know people. And they're people from all over the world. Of course, it's in a good cause, too. I've seen the gratitude in the eyes of men and women now living in houses built here last year. Honestly, I've gotten so much out of the whole experience, it's hard

to know where to begin. My German is still pretty sketchy, but I've learned to communicate just the same. And I've made real friends—not the 'Hi, there!' type, but *real* ones. Yes, I've learned more in three weeks here than in any other period of my life."

Edgar I—— is almost a professional "overseasman." We met him at an Italian summer school, but he had been studying and living abroad for over three years—in Austria, France, Holland, and Germany. His plans included a stay at the University of Belgrade next, and he hoped eventually to earn his Ph.D. in education at the University of Vienna. Why, we asked, this extended period of study abroad?

Edgar was used to being interviewed; he seemed to answer with editorials. He began with a few remarks about his general interest in international relations. "Many of the world's difficulties rise from ignorance of other people and other countries," he said. "I want to soak up as much information and get to know as many people as I possibly can before returning home and beginning my career."

Edgar is a Negro, and we interrupted to ask him a sharp question: Was he staying overseas so long in order to avoid the prejudice that members of his race are sometimes subjected to in the United States? "No," he replied quickly. "It's not that at all, though I can understand why you might think so. As a matter of fact, one visit to East Berlin showed me that the American way of life is far more important than the problem of prejudice. What I'm really over here for is this—perspective, stimulation, the excitement of new things, new ideas, new people. I've been around, I tell you, and I know. Study abroad is the greatest experience a student can have."

## MASS MIGRATION OF STUDENTS

These samples of the opinions of Americans studying in foreign countries could be matched a dozen times by anyone who has met and spoken with our students and teachers abroad. Naturally enough, such comments, gathered in dormitories, corridors, and cafés tend to stress human values. But much is also said about academic benefits, world affairs, and the wonders of Old World monuments and museums. Americans abroad frequently voice complaints and discuss problems, too, because studying in a foreign land presents difficulties, demands great effort to achieve adjustment, requires much tolerance and willingness to work hard, and demands an independence of spirit not always present in today's young Americans. Nevertheless, Americans abroad almost unanimously insist that the benefits far outweigh the disadvantages and inconveniences.



The proof that they think so can be seen in statistics.

According to State Department figures, more than 100,000 American students applied for passports in 1961. Many, of course, did so without intending to *study* abroad, but the Institute of International Education reports that in 1959, a year in which 70,000 students were granted passports, more than 13,600 Americans were actually registered in institutions of higher learning outside the United States.

Some of these "students," of course, are actually teachers. Recognizing the great value of bringing teachers of one country in contact with their colleagues and with students in other lands, the State Department operates a vast exchange program which, in the academic year 1961-2, involved more than 7,000 persons from some 100 countries.\*

Countless other teachers go abroad each year on their own. In Germany, for example, some 200 American educators spent the summer of 1961 in advanced language studies under the sponsorship of either the American or West German governments. Many more teachers, and an even larger number of American undergraduates, also attended summer classes in that country, while during the 1960-61 *winter* semester, 1,575 Americans were formally enrolled in German universities. The situation in Germany is by no means unusual. Study abroad is growing even more lustily than study at home.

## EARLY AMERICANS WHO STUDIED ABROAD

Mass migration by students is generally considered an air-age phenomenon. Yet even when travel was dangerous, expensive, inconvenient, and immensely time-consuming, Americans recognized the special values of study abroad, and for the favored few this was an established feature of one's training. In colonial times, for example, the sons of wealthy Southern planters were frequently sent to England or France to be educated. William Byrd II, ancestor of the polar explorer and of Senator Harry Byrd of Virginia, studied in London's famed Middle Temple in the Inns of Court. Charles Carroll of Maryland, a signer of the Declaration of Independence, was educated at the Collège de St. Omer in Flanders, and studied law in Paris and London. Robert "King" Carter of Virginia, master of a thousand slaves and 300,000 acres, sent five children to be schooled in England. And so many wealthy South Carolinians studied in England in the eighteenth century that Charleston became a sort of cultural replica of London.

\* The Department of Health, Education and Welfare publishes a booklet entitled "Teacher Exchange Opportunities" which may be obtained from the Government Printing Office, Division of Public Documents, Washington 25, D.C.

New England colonists were somewhat less likely to seek a general education in Europe because of the early development of Harvard College (founded in 1636). But since there were no medical or law schools in America in colonial times, fledgling doctors and lawyers simply had to cross the Atlantic if they wanted more academic knowledge than could be obtained through apprenticeship to established practitioners. For much the same reason, such colonial artists as Benjamin West, who studied in Italy as early as 1760, and John Singleton Copley and Gilbert Stuart, who began working in England in 1774 and 1775, found it necessary to go abroad for first-rate instruction.

Although the number of American colleges expanded rapidly after the Revolution, many intelligent young men continued to study abroad. At that time Germany, because of her high standards of scholarship and the complete academic freedom that prevailed, was the magnet that attracted the finest scholars. Edward Everett of Massachusetts became the first American to win a Ph.D. abroad, when Göttingen awarded him the doctorate in 1817. Historians George Bancroft and George Ticknor also learned their trade at German universities around that time. And by the 1830's and 1840's, it was fashionable for bright young men to spend at least a year studying in Germany before settling down to their careers. Henry Adams did this; and so, later, did Theodore Roosevelt.

Nevertheless, until recently only a relative handful of very wealthy Americans studied abroad, and even for these, in the words of one historian, it was nearly always the "event of a lifetime" to do so. Nowadays, as we have seen, a small army leaves the United States each year in search of education. Most are college students in their late teens and early twenties, while others are scholars doing advanced research or working for higher degrees. More and more secondary and elementary school teachers, men and women who used to go abroad during the summer or on sabbaticals as mere tourists, are now enrolling in formal programs of study, and are thus returning home with new skills and with credits earned toward advanced degrees instead of just the traditional photographs and souvenirs.

Nor do these students confine their academic *wanderjahre* to Europe. A 1960 survey by the Institute of International Education showed over 1,100 Americans enrolled in Mexican universities during the regular academic year, and nearly 1,700 in Canadian institutions of higher learning. Europe may still attract the largest percentage of our students, but in smaller numbers they are also scattered from Ghana to Guatemala, from Israel to the Argentine, from Japan to the Union of South Africa. According to the same IIE report, for example, there were 122 Americans

attending classes at the Hebrew University in Jerusalem, 275 at the University of the Philippines, and 26 at the University of Sydney in Australia.

Putting the situation in a slightly different perspective: in the academic year 1958-9, 17% of all the foreign students in Italy were American, as were 31% of the students from abroad in Canada. Americans made up 8% of the foreign students in Great Britain, 14% of those in Switzerland, 8% of those in France, 13% of those in Belgium, and so on.

Why do so many American students flock to foreign educational centers? What are the advantages to be gained from foreign study? The answers to these questions are complicated but extremely interesting. In part the trend is a reflection of the times in which we live. People are far more conscious of the rest of the world than they used to be; when newspaper headlines make them aware of the vital importance of Laos and the Congo, Latin America and the Middle East, simple curiosity fosters the desire to see such places. Furthermore, our national interest demands that specialists be trained who know these lands, their people, and their problems firsthand. Then there is the fact that every year travel becomes faster and more comfortable. In the colonial era, a landlubber who crossed the ocean committed himself, body and soul, to six or eight weeks of torture: cramped quarters, filth, dampness, wormy and inadequate food, seasickness, and a very real danger of drowning. Nowadays, ocean liners are floating palaces, while jets span the Atlantic almost as fast as the sun. We have become a nation of travelers, very likely the most peripatetic people on earth. More than 25,000 U.S. citizens are now working abroad in the offices and installations of private American businesses. Some 30,000 Americans labor in foreign vineyards for various American religious organizations. Students are caught up in this movement along with businessmen, government officials, members of the armed forces, and ordinary tourists.

## THE BEST PLACE TO STUDY NORWEGIAN IS NORWAY

From an academic point of view, some students go abroad because certain specialized knowledge is more readily available in other countries. This was the principal reason why eighteenth- and nineteenth-century students went to Europe. In our own day, of course, there is no need to leave the United States to get a first-rate education. As a matter of fact, there are far more foreign scholars here than American scholars abroad.

But many countries have developed *particular* fields to a high degree; the Dutch, to cite a single example, with their long experience in dike and canal construction, are world leaders in hydraulic engineering and land reclamation. Or consider the question of foreign languages. No matter how excellent the language instruction in our colleges—and unfortunately, it

is not always outstanding—it cannot compete with on-the-spot training. The best place in which to learn Norwegian, for example, is Norway, where the student is surrounded by his subject. He sees Norwegian every time he looks at a sign. He hears it nearly every waking moment of each day.

Professors and their students are almost unanimous on this point. Here are two typical comments:

*Professor:* "Instruction really continues after classes end. Every experience the student has is a form of language education."

*Student:* "While you're living here there is a tremendous incentive to keep on studying. You want to talk to people—actually, you must—and to do this you need the language."

If the student's early efforts produce some practical results—when his stumbling request for directions leads him to the address he is seeking, for example—he is stimulated to work harder. Even Thomas Jefferson, that intense nationalist in educational matters who numbered among his many accomplishments the founding of the University of Virginia, admitted that "the habit of speaking the foreign languages cannot be so well acquired in America."\*

It is almost equally important for the student of history to have some firsthand experience in the area of his special interest, and the same applies to literature, art, music, and many other disciplines. "How can you understand *Faust* unless you have seen it performed in German?" asks Professor Frederick Strothmann of Stanford University. "And where can you see a performance in German except in Germany or Austria?" Books—even pictures—are no substitute for actual observation, whether the subject be Goethe's *Faust*, Renaissance architecture, contemporary political thought, the economics of underdeveloped areas, or Oriental philosophy. Furthermore, the intuitive understanding of a people and their culture—an awareness that develops with personal contact—is very important. In studying any subject, one profits from familiarity with the environment in which the subject developed.

## THE FIRST GOAL—AN EXPANDING CULTURAL HORIZON

Studying in a foreign country also brings rewards outside the subject matter fields actually investigated. Everyone concedes that it is "educational" merely to see how other people live, to attend their theatres, to wander about in their cities and villages, sip strange drinks in their side-

\* Jefferson objected to American youths studying in Europe, however. He was afraid they would develop a taste for "luxury and dissipation" and "a passion" for women of easy virtue.



walk cafés, chat with their taxidrivers and shopkeepers. Travel is broadening, whether you are Marco Polo, Peter the Great, Nikita Khrushchev, or a sophomore from Wichita or Milwaukee. Jack Egle, Paris Director of the Council on Student Travel, emphasizes that "the first objective of sending students abroad should be to open them up, get them out of their limited environment and into a situation where they can meet new stimuli and new people."

Interviews with many government officials and with hundreds of professors and students who have worked in foreign countries show that almost without exception this wider understanding of the world and its people is one of the most cherished results of study abroad. "Young men and women who study in foreign lands widen their horizons immeasurably," says General J. B. de Jongh, Secretary-General of the Academy of International Law at the Hague. "They learn not merely from their teachers but from each other. The implications of this for international peace are quite apparent."

Howard H. Russell, U.S. Cultural Exchange Officer at the Embassy in Bonn, believes that "there is a great deal of value in introducing American undergraduates to foreign academic life. If they already have a firm foundation in the language, living within a foreign community does, no doubt, enrich their knowledge of the language and understanding of the culture—which, in turn, contributes to the overall objective of bringing about greater mutual understanding."

Professor Robert Davril, a member of the French Fulbright Commission and an important official in the French Ministry of Education, provides a practical illustration of this principle drawn from everyday life. "To take a simple thing, consider food," he says. "Americans tend to have the idea that the grand cuisine of France is a universal thing, and that every Frenchman eats as though he were having dinner at Maxim's every day. Coming over here and living in France, they soon learn that this is not true." A matter of no great moment, but one that adds its mite to the student's general tolerance and understanding. To study abroad is to experience hundreds of small but important insights.

Then there is the more general impact of any alien culture on the mind and heart of a visiting student. Plunged into a strange environment, he is impelled to try to adjust, to attempt new things, to strive for independence, to speak a new tongue. As one student expressed it: "The situation requires responsibility, self-sufficiency, and broad-mindedness." An American teacher was more specific: "Every student must learn what to do with his freedom."

Younger students in particular often look upon a period of study in a foreign country as a time for self-examination. An art student at Fontain-

bleau, her ideas uncrystallized but in a process of growth, says: "I came here to find something, I wasn't sure what. And although I still don't know *exactly* what it was, I'm sure I've found it." Similar comments crop up over and over again when students talk about their aims and aspirations while abroad.

## THE SECOND GOAL—INTERNATIONAL UNDERSTANDING AND GOOD WILL

In these critical times, when democracy is competing with communism for the minds of hundreds of millions of people, many American students go abroad to try to develop good will for their country and to further their own understanding of other nations. Here is a stirring expression of this motive by a girl from Smith College:

I consider it the DUTY of a citizen of the United States and of the world to take any opportunity he can to increase his knowledge and understanding of other peoples. It is my ardent belief that this understanding lies at the root of any possible world peace. I feel a strong necessity for the younger generation to become aware of the responsibility which awaits us in a world which cannot afford a third World War.

Another student makes the same point in a quieter manner; "I am abroad," he says, "to seek . . . those factors which unite mankind."

Most students are aware of the importance of serving as representatives of their country. "You have to *explain* your country," one American says in speaking of criticisms by foreigners. A German boy in Paris expressed the same feeling this way: "Many people are prejudiced against me because of what my people did in the last war. I can't blame them. But I want to show them how Germans really are."

Generally speaking, students make excellent "ambassadors." They are intelligent, eager, curious, purposeful, energetic, and (being young) attractive. Furthermore, it is flattering to have students come to one's country, since the act obviously implies a respect for the nation's accomplishments. It is human for the natives of any country to resent the mere tourist who is idling away his time, often frivolously, while they work. But serious students tend to attract sympathy and respect, especially if they are not over-privileged.

It does not always happen that American students make a good impression, or that the foreign country makes a good impression upon them, and some of the reasons for this will be discussed in a later chapter. But foreign study leads at least to better *understanding*. A Frenchman with



a negative attitude toward the United States because of his observations of uncouth American students in certain cafés is to be preferred to one whose opinions are based on an axe-grinding propaganda campaign.

### THE THIRD GOAL—THIRST FOR TRAVEL AND ADVENTURE

Students have many other reasons for wanting to study abroad. By far the most common of these—nearly every student mentions it—is the thirst for travel and adventure. One need not be a student to find adventure in a foreign land, but by settling down for a time and becoming part of the local community, the student does usually experience life abroad at a far deeper and more meaningful level than does the tourist who whisks from sight to sight at a hectic pace. Those who have traveled as tourists but also have lived for some time in one place abroad agree almost unanimously that the tourist looks at more but *sees* far less.\* The high school teacher, for example, who spends his summer studying the French language and literature at the *Institut d'Etudes Françaises pour Etrangers* at Pau in the Pyrenees will probably come home in September with knowledge not only of France but of all Europe, and with more “adventures” to describe to his friends and students than will those of his colleagues who wore out several pairs of shoes clambering through cathedrals and ruins from London and Paris to Rome and Athens. He will also be less exhausted—in purse as well as in body and spirit. “Just being in Oslo for a *long period* enables you to learn so much about it,” one student reports. This is a typical reaction.

American students, when asked why they are studying in a foreign country, offer many reasons having nothing to do with formal schooling. Some have relatives abroad. Others express a vaguely defined interest in a particular land. A boy studying in Denmark, for example, explains that there are few opportunities to pursue Scandinavian studies in the United States, but then quickly adds that he really went because of his admiration for the way the Danes protected their Jewish fellow-citizens during the Nazi occupation. Others hope to escape surroundings at home: one student wants “to get away from parental control”; another wanted to “forget” a broken engagement; a third was bored with his American college; another seeks “the prestige” which she assumes will automatically accrue to those studying abroad. Another escapist said, “My parents wanted to separate me from my girl friend.” A number of students admit

\* Of course there are many advantages to organized tours. An American teacher studying in a small German village comments almost plaintively: “Some of us don’t know much, and have to be led about by the nose if we are going to see what we ought to see.”

to crossing the ocean in order to buy a sports car or a fine camera at cut-rate prices; others wish to try their luck with the local females. Some go simply because they win scholarships; others, sheep-like, because several friends have decided to do so.

None of these objectives is necessarily wrong in itself; the difficulties arise when students go abroad *primarily* for such reasons. If one goes as a student, he should not lose sight of the main object. "International good will is important, but academic aims come first; it's *study* abroad." So says H. G. Quik, Director of the Netherlands Universities Foundation for International Cooperation, and we heartily agree.

## ADJUSTING TO FOREIGN EDUCATIONAL SYSTEMS AND PHILOSOPHIES

But just as it provides him with many rich rewards, foreign study involves many difficult adjustments for the American student, and getting used to a different system and philosophy of education is the most important of these adjustments. The number of study programs open to Americans all over the world is very large, as we shall presently see, but nearly all of them have one element in common: they operate within the context of the "European" system of higher education, a system quite unlike our own. It would require many volumes to explain all the national variants,\* but a sort of "composite" picture of the system can be drawn that will highlight the ways in which it differs from the American.

First of all, in comparison with the United States, a much smaller percentage of the population in other countries of the world goes to college. The United States (population 185,000,000) has more than 3,600,000 students in some two thousand institutions of higher education. Spain has only a little over 80,000 such students, in a population of about 30,000,000, France 153,000 in a population of about 45,000,000. Even Russia, which has emphasized mass education of late, has 1,400,000 fewer college-level students than we do, despite a population considerably larger than that of the United States. This situation means that competition for a place in any foreign university is tougher by far than it is in most American colleges.

In most countries, the weeding-out process takes place when the students are between eleven and fourteen years of age. Only those who pass stiff examinations at that time are eligible for entrance to the *lycées* and *gymnasias* which prepare students for the universities. Furthermore, these secondary schools waste little time on educational frills. They drive

\* Brief descriptions of higher education in the principal nations where Americans study appear in Chapter Two.

their students exceptionally hard in comparison with American high schools. Secondary education also continues for one year longer than it does in the United States. As a result, it is generally agreed that graduates [*i.e.*, students entering the universities] are equivalent to American *juniors*. This usually makes it impossible for an American freshman or sophomore to enroll in a university abroad except in a special program of some kind. The Sorbonne, for example, requires any American seeking admission to present proof of junior standing in a recognized college. Actually, most foreign universities more closely resemble our graduate schools than our colleges. Their students are working in narrow fields, preparing for specific professions. The kind of program that Americans think of as a "liberal arts curriculum" is associated by the foreigner with his secondary schools.

The next significant difference between foreign and American schools concerns the course of study. The "European" pattern does not call for quizzes or mid-term examinations, nor does it require the writing of term papers or the accumulation of a specified number of credits. Instead, the student remains in residence until he feels that he can pass the general examinations in his field of study—law, say, or philosophy. He chooses his own classes and attends them when he feels like doing so. Chiefly he studies on his own; professors and their lectures are meant to provide only inspiration, bibliographical guidance, and a close analysis of whatever narrow field the professor is himself interested in at the moment. The final examinations are generally exceptionally difficult, and consequently the rate of failure is extremely high. And despite the lofty standards of the secondary schools, attrition at foreign universities is frightfully high. In a single academic year (1959-60) one law class at the University of Aix-Marseilles in France was trimmed from 665 students to 165. Estimates of the overall rate of failure in France range as high as 60%. From the practical point of view, this system makes it difficult for an American undergraduate, who seldom intends to study abroad for more than a year, to obtain "academic credit" for the work he does. He may attend a series of courses faithfully, read widely, learn a great deal, but unless he can make special arrangements, there is generally no official way of testing his achievement, and no record that can be transmitted to his own college.

Furthermore, it is often impossible for the American abroad to find university courses that meet his needs. Obviously the foreign universities do not offer regular courses in the native language or its literature at a level that most American students can handle. Nor do they generally provide what we call "survey" courses. Titles like "A History of Spanish Literature," or "The Novel in the Nineteenth Century," or "History of

Europe Since 1870" do not appear very often in their catalogues. And if they do, the titles are misleading; professors almost invariably confine their actual lectures to some quite narrow topic; when they cover a broad field, they do so in cycles of up to several years. The *Bulletin* of the Sweet Briar College Junior Year in France makes this point plainly:

The schedule of lectures given by the professors at the Sorbonne is established primarily for French students who are preparing for the *licence* or the *agrégation*. . . . Although the titles suggest that an entire period or century may be treated, this is not the case, since survey courses as such do not exist. The professor often chooses to study minutely one author or one aspect of an author. The student is expected to have a good background knowledge of the entire period, and to do independent reading in preparation for the examination. This is his responsibility, not that of the professor giving the course.

Conditions in other countries are usually very similar to those in France.

In foreign universities there is little of what is known in this country as campus life. Usually the university buildings are in the heart of a city, but scattered over a considerable area, and separated one from another by residences, stores, and factories. Students generally live with their parents or in furnished rooms. Dormitories are in short supply, although more are being built every year. Inevitably there is much less "student life" than in America.

"The U. S. university is very much a social unit, often a little society in itself," a Fulbrighter points out after a year in Spain. "One eats, drinks, dances, studies, loves, and hates, all within the walls. . . . In Spain, however, student life goes on outside university precincts. One comes for classes and for coffee in the bar. One chats a while. . . . Then one takes the street-car home."

There are fewer clubs, fewer social affairs for students, and no organized sports in foreign universities. As one French professor who tried to develop some extracurricular activities abroad told a *New York Times* reporter: "The university [of Aix-Marseilles] provides me with nothing except its blessing. Some of us have tried to encourage sports as a normal, healthy outlet, but it doesn't seem to take." This poses problems for strangers, whether they be native or foreign, but, as we shall see, the problems are not insurmountable.

Foreign universities are public institutions; tuition is nominal by American standards. With very few exceptions, however, they are not as well off as either the privately- or publicly-supported colleges in America, which means that foreign universities are forced to operate with much



higher student-teacher ratios. In France this ratio in the Arts Faculty is in the neighborhood of 150 to 1. The Free University of Berlin has more than ten thousand students but only 327 teachers, including assistant lecturers. In contrast, the University of Buffalo in the United States which also has about ten thousand students, has a teaching staff of 1,390 full-time and part-time faculty members, while a great university like Harvard, also enrolling between ten and eleven thousand students, has more than 3,400 teachers.

Because of the shortage of teachers, classes in most foreign universities are very large. Except at the most advanced levels (and at a few institutions like Oxford and Cambridge) the lecture method is used almost exclusively. It is common for Americans to feel lost and even frightened by the size and impersonality of these classes, at least in the beginning.

### THE PROFESSOR ON A PEDESTAL

Another result of the scarcity of teachers is the great prestige of the professor. Although not always accompanied by high pay, this prestige is universal in foreign lands. "The professor," a well-known Frenchman writes, "is not a salaried official, but a *free man . . .* who is *fed at the expense of the State* as being a particularly useful citizen."

In America, while professors are usually respected, they are certainly not deferred to or placed upon a pedestal. Informality and an easy give and take between teacher and pupil are aspects of the accepted pattern, as seen in this amusing story told us in 1958 by an American professor of political science when we were preparing our book, *From Main Street to the Left Bank*.<sup>\*</sup> Shortly after the war he traveled through France, Germany, and Italy. Everywhere he was struck by the honor shown him by all kinds of people. Luxuriating in a new-found sense of his own importance and the dignity of his profession, he bought some calling cards and grew a neat Van Dyke to add to his distinction. However, shortly before returning home he was sharply brought down to earth when he went to visit an American friend stationed at a huge army camp in Germany. He walked to the gate of the compound, produced his passport and one of his new calling cards, and asked for his friend. The sergeant of the guard examined his credentials briefly. "A professor, eh? Hmmm." Then, abruptly, he pointed to a bench inside the guardhouse. "O.K., Mac," he said. "Go park yourself over there. I'll see what I can do for ya in a minute."

His "home" reception was a jolting experience for this professor, but for American students the shock usually comes when they go abroad.

<sup>\*</sup> Michigan State University Press, East Lansing (1959).

They are seldom properly prepared to understand the attitude of the average professor toward his students. Here are some typical comments made by American students in Europe:

*Two law students studying at the Sorbonne:* "The student troubled by a point of law certainly does not air his perplexity with his professor, who, besides being unavailable, is a non-approachable, awe-inspiring deity."

*A scholar in Madrid:* "The Spanish student . . . is simply not pampered and guided by the faculty. The blinding light of the great man's eloquence shines into the student's life for a few hours each week; after this, he is left to grope his own way in the lonely darkness which the brightness has caused."

*A student in Munich:* "There is an informality between American students and professors that you'd never find here. I brought a German student I know to visit a professor from my college back home who is living here this year. She couldn't believe her eyes and ears. She said that no German student would ever just drop in on a professor. And the friendly informality of our conversation simply appalled her."

*A student in Italy:* "There is very little personal relationship between professor and student here. Professors are much more academic; they make no allowances at all for personal differences between students."

*A graduate student at the Free University of Berlin:* "The professors just didn't give a damn about the students. One of the courses I took, for example, met every Thursday. The first meeting lasted only fifteen minutes. The professor told us what he was going to do and then left. For the second meeting he didn't show up. The following Thursday was *Pfingsten*, and the next another holiday. The fifth class meeting was a failure because the professor had just had a tooth extracted and couldn't speak. The next Thursday he said it was so late in the term and we had missed so much that it wasn't worth starting."

Actually, the attitude of most foreign professors is perfectly understandable. Most, of course, are not as irresponsible as the Berliner just described; many are conscientious and brilliant lecturers whose classes are frequently interrupted by spontaneous bursts of applause. The respect they demand is really respect for *learning*, surely not a bad thing. And their attitude is not based on contempt for students, but on the idea that it is better to learn for oneself than to be spoon-fed by a teacher. "It is . . . undesirable for students to ask their professors to solve their problems for them," a German professor remarks. "When a student wants the answer to a question, he should read. He may read a thousand, or even two thousand pages without obtaining the answer, but on page 2,001, there the truth will lie! It is better for a student to *search* than for the student to be *taught*." Although most foreign professors recognize that



the lecture system is far from perfect as a means of instruction, they generally consider the spirit of independence it fosters desirable. They also criticize the American "discussion" method, which, as Professor Louis Landré of the Sorbonne says, "puts too much stress on having something to say for the sake of talking." And many consider the American student terribly immature. "He remains too long a Boy Scout," said one foreign educator with a smile.

## STUDENTS—THE INTELLECTUAL ELITE

Americans who study overseas must also adjust to the attitudes of foreign students. As we have seen, these scholars are older, often brighter, and of course better prepared for the work at their own universities than the average student from the United States. Most are very serious about their studies, for there is a direct relationship, often absent in America, between academic success and obtaining a good start in one's chosen career. In France, for example, graduates of the universities can count on earning fifty percent more than those who fail; therefore most students pursue their work assiduously and systematically. Many learn shorthand in order to be more proficient at taking lecture notes. An American visitor passing through a foreign university hall is bound to be impressed by the fact that there is almost no horseplay and very little aimless conversation. At most, he might observe a couple of young men bent intently over a chess board. Foreign students are "more serious," "more ambitious in a farsighted way," "read more, think more than an American," and "lack the 'trade school mentality'." These are typical observations of foreign university students in France, Norway, Germany and Spain, made by Americans who have studied abroad.

The medieval concept of the student as a member of a special class in society is still alive in many places. Society views him with a degree of respect only somewhat less than that accorded the professor,\* and the student sees himself as participating in a special way of life—a temporary phase, to be sure, but no less dignified and important. He tends to act, even among his fellows, with great formality and reserve. It is not at all unusual to sit next to another student in a class for a whole year without exchanging more than a polite nod at the start of each session. Can you visualize this happening at State Tech?

In short, students have an attitude of independence and individual responsibility based on the assumption that each is mature enough to pursue his work in his own way. They are intensely proud of their free-

\* "A sure-fire way of obtaining a ride when hitchhiking," one American reports, "is to carry a sign identifying yourself as a student."

dom, and resist all efforts to tie them down to the kind of prescribed routine that is common in American colleges. Such concepts as compulsory attendance at classes, weekly quizzes, and "assigned" readings are unknown to them. When several law professors at the University of Frankfurt attempted to introduce the American case method of legal education, their students balked at having to prepare specific cases for particular class sessions. Their "academic freedom" was being violated, they contended. Naturally this whole attitude poses problems for the American student. He is eager to meet new people; his previous experience leaves him unprepared for the reserve and isolation of his local counterparts. His way of adjusting to the life of the foreign university will have a very large influence on his whole educational experience abroad.

At this point, the student considering foreign study might well be expected to ask: "Why bother?" If the European system poses such difficulties, if the problems of adjustment are so great, can the advantages possibly counterbalance them? Of course they do. Indeed, much of the profit in foreign study rises from the fact that there *are* differences between the systems. If Heidelberg were exactly like Harvard, there would be little point in going from one to the other to study. The satisfactions gained by dealing with new problems, the perspectives achieved through observing a foreign educational system firsthand easily outweigh all the difficulties. Generations of students have testified to this.

## CHAPTER 2: *Higher Education Outside the United States*

*Degrees that are offered . . . requirements for admission . . . facts you need in choosing among the institutions of higher learning in 15 European countries . . . in Israel . . . in Iceland . . . in Canada . . . in Latin America . . . in the Near and Far East.*

ANYONE considering enrolling as a regular student in a foreign university must of course be familiar with the educational system of which that university is a part. The following brief descriptions are designed to provide a quick survey of the system in countries to which Americans commonly go. It will quickly become apparent to the reader that few undergraduate students and few students—who are not planning to study abroad for a considerable time—are likely to attempt independent study in such universities. However, even the student who is planning no more than a two-week art course on the Costa Brava or a short stay in Scandinavia can profit from a little knowledge about the local system of higher education. This knowledge absorbed, he is ready to move on to a study of the special programs for foreign students discussed in Chapters 3 and 5.

When you write abroad requesting that information or catalog material be sent to you, be sure to include International Reply Coupons, obtainable at any post office. These will be used by your addressee to purchase the postage stamps of his own country needed when he mails the requested material to you. Enclosing U.S. stamps is, of course, useless.

## EUROPE

## AUSTRIA

Since all Austrian institutions of higher learning are centrally controlled by the Federal Ministry of Education, academic requirements, degrees, and instructional methods are highly standardized. Like their European counterparts, Austrian universities are more akin to American graduate schools than to our undergraduate liberal arts colleges. Their curriculum consists of highly specialized professional courses, and the student is expected to be qualified for advanced and independent study, with little guidance from his professors. The average American, therefore, should have finished his undergraduate studies (or, at the very least, two years of college) before planning to enroll at an Austrian university.

Austria has three universities: the University of Graz, located in the picturesque state of Styria; the University of Innsbruck, surrounded by the medieval charm of Tyrol and the majesty of the Alps; and the University of Vienna, located in the cosmopolitan capital of what was once the Holy Roman Empire. Each of the universities has the following faculties (departments): Catholic Theology; Law and Political Science; Medicine; and Philosophy. The University of Vienna has, in addition, a Faculty of Protestant Theology. The natural sciences are taught in the Faculty of Philosophy.

Like Germany, Austria also has institutes of technology (*Technische Hochschulen*) which offer specialized curricula in the scientific and technical fields, with only limited work in the humanities. Both Graz and Innsbruck have a *Technische Hochschule* consisting of departments of building engineering and architecture, mechanical engineering and electro-technics, and the sciences. The *Mountainistische Hochschule* at Leoben offers courses in all aspects of mining and mining engineering.

Other university-level institutes, specializing in a particular field, include the following: Catholic Theological Faculty at Salzburg (*Theologische Fakultät*); Institute of Agriculture and Forestry at Vienna (*Hochschule für Bodenkultur*); Institute of International Economics and Commerce at Vienna (*Hochschule für Welthandel*); Institute of Veterinary Medicine at Vienna (*Tierärztliche Hochschule*); and the Vienna Academy of Medicine (*Wiener Medizinische Akademie für Ärztliche Fortbildung*), a postgraduate school for medical specialists.

Finally, there are art and music academies offering courses not taught at the universities or the *Hochschulen*. The *Akademie der Bildende Künste* (Vienna) specializes in fine arts and architecture; the *Akademie für Angewandte Kunst* (Vienna) in applied and industrial arts; the *Staats-*



*akademie für Musik und Darstellende Kunst* (Vienna) in music, voice, drama, dance, and film production; and the *Mozarteum* (Salzburg), located in the music capital of Europe (the birthplace of Mozart), offers courses in all aspects of music, voice, and drama.

Austrian universities grant only one degree, the doctorate, which requires from three and a half to six years of study, depending upon the faculty concerned. Candidates must submit a doctoral dissertation and pass a number of qualifying examinations. Students at the *Technische Hochschulen* receive a diploma at the end of their studies, and, if they present a thesis, a doctorate as well. Americans planning to work either for a university or *Hochschule* degree may be granted advanced standing, depending on their previous academic record.

Except for summer schools, Austrian universities do not have special courses for foreigners. During the regular academic year, courses are given by the semester, and students may enroll in either the fall or spring. The fall semester (*Wintersemester*) extends from October through January, and the spring semester (*Sommersemester*) from February through June. Lectures (which begin about two weeks after the opening of the semester) are given in German, and the foreign student is expected to have adequate command of that language.

To be admitted, a student should write to the dean of the faculty in question, giving an outline of his educational background, specifying the program in which he is interested, and indicating whether he intends to work for an Austrian degree. Academic transcripts, copies of degrees already obtained, a birth certificate and, of course, international reply coupons should accompany the letter. The dean will then inform the student if he can be admitted and just how much advanced standing he will be granted in his work toward a degree. Formal enrollment takes place after the student's arrival at the university, and just prior to the beginning of the term. The art and music academies have special entrance examinations, the dates and requirements for which should be requested in the student's first letter of inquiry.

By American standards, the cost of study in Austria is quite moderate. Matriculation and tuition fees vary with the faculty and laboratory work involved, and range from 300 to 1700 Austrian schillings (\$12-\$68) per semester. Living accommodations are available in small hotels, boarding houses, or with families. The universities do not maintain dormitories, but the Austrian Student Association (*Österreichische Hochschülerschaft*, Kolin Gasse 19, Vienna) and its branches in other cities, as well as the Austro-American Institute of Education (Operngasse 4, Vienna) will assist students in finding suitable lodgings. A monthly budget of \$90-\$100 should be sufficient to cover room, board and incidentals.



Further information on study in Austria is obtainable from the Cultural Section of the Austrian Consulate-General, Hotel Sheraton, 527 Lexington Avenue, New York City; Austrian State Tourist Department, 444 Madison Avenue, New York City; and Austro-American Society, 2 Stallburg Gasse 2, Vienna.

## BELGIUM

Higher education in Belgium follows the traditional European pattern. The main objective is to prepare students for such professional fields as medicine, law, and the Civil Service. In the universities, it is assumed that students have received their general education in high school, that they are ready for intensive specialization, and that they are capable of independent study with a minimum of professorial supervision. Attendance at lectures is optional, and the comprehensive examinations at year's end are virtually the only check on the student's performance. The average American, therefore, is well advised not to enroll at a Belgian university prior to completion of his undergraduate work.

Belgium has four universities, supported either wholly or partly by the state: Brussels, Liège, Ghent, and Louvain. All have the same faculties (departments)—medicine, law, science, engineering, philosophy and letters—and, since their degree programs are rigidly prescribed by law, offer roughly the same curricula. Perhaps the only significant difference between the universities is the collection of schools and institutes affiliated with each.

The University of Brussels, partly supported by the state, has the following affiliated institutes: political and social sciences, commerce, Oriental and Slavic philology and history, education, Hispanic studies, maritime law, criminology, aeronautics, telecommunications and acoustics, town planning, physical education, and statistics. The official language is French.

The University of Liège, wholly supported by the state, includes the following affiliated schools: art and archeology, astrophysics, botany, colonial studies, commerce and economics, criminology, education, geology and physical geography, mechanics, morphology, Oriental history and literature, and physical education. The official language is French.

The University of Ghent, wholly supported by the state, has these affiliated schools: art and archeology, civil engineering, commerce and economics, criminology, and physical education. The official language is Flemish.

The Catholic University of Louvain, partially supported by the state, has, in addition to the customary faculties, a Faculty of Canonic Law

and one of Catholic Theology. It also has the following affiliated schools: actuarial science, agriculture, applied economics, applied psychology and education, archeology and art history, criminology, Oriental studies, philosophy, physical education, religious sciences, and engineering. The University has two sections—one French and one Flemish, and the student must elect to study in one or the other.

Other institutions of higher learning offer specialized training in particular fields.

In agriculture, there is an *Institut Agronomique* at Ghent and another at Gembloux.

In art and architecture, an *Academie Royale des Beaux-Arts* at Brussels, Liège, Antwerp, and Ghent; the *Ecole Nationale Supérieure d'Architecture et des Arts Décoratifs* at Brussels; the *Institut National Supérieur et Ecole d'Architecture et d'Urbanisme* at Antwerp; and the *Ecole des Arts et Métiers* at Brussels.

In commerce, the *Institut Supérieur de Commerce St. Ignace* at Antwerp; the *Institut Supérieur de Commerce* at Etterbeek; the *Institut Supérieur Commercial et Consulaire* at Mons; and the *Ecole des Hautes Etudes Commerciales et Consulaires* at Liège.

In international relations, the *Collège d'Europe* which emphasizes specialist training in European cultural, social, economic, diplomatic, and legal history—with particular reference to European integration and unification.

In medicine, the *Institut de Médecine Tropicale Prince Leopold* at Antwerp.

In music, a *Conservatoire Royale de Musique* at Brussels, Liège, Antwerp, Ghent, and Mons; and the *Ecole Inter-Diocésaine de Musique Religieuse* at Malines.

In philosophy and letters, the *Institut St. Louis* at Brussels, and the *Collège de Notre Dame de la Paix* at Namur.

In technology, the *Institut Polytechnique* at Mons.

In textiles, the *Ecole Supérieure des Textiles* at Verviers.

The most common degree granted in Belgian universities is the *licence* which requires four years of study. Degrees in law or civil engineering take five years; M.D. degrees, seven; and doctorates in philosophy, science, or letters anywhere from six to seven years. Americans who have completed their B.A. or B.S. are admitted with advanced standing, and usually given credit for two years of study.

Admission to a degree program is based on individual merit. Since Belgian universities do not supply special application forms, the prospective student should send an initial letter of inquiry to the university he

wants to attend. He will then be advised what credentials to submit for consideration.

The regular academic year is divided into two semesters, the first beginning October 1, and the second on February 1 or thereabouts. The registration period extends from October 1 through November 15, which affords the American student an excellent opportunity to sample various lectures before committing himself to a particular schedule of courses. Formal instruction ends during the first week in June, and examinations then run to the beginning of July. There are two weeks of vacation both at Christmas and Easter, as well as a short break between semesters.

Tuition, including matriculation and course fees, usually costs anywhere from B.fr. 1,076 to B.fr. 4,000 (\$21.50-\$80), depending on the university and the course load. Fees at Ghent and Liège, which are both wholly supported by the state, are nominal, while those at Brussels and Louvain are slightly higher. The cost of living in Belgium is roughly comparable to that in the United States. Single rooms may be rented for about \$40 a month, and full board in a *pension* may be obtained for about \$100 a month. At the University of Brussels, foreign students may find a limited number of rooms at the *Cité Universitaire* for about \$15 monthly; at Louvain, women students may live at the *Sedes Sapientiae*, 34 Rue de Bériot; and at the College of Europe in Bruges, students may live at the *Maison des Etudiants*, where full board and lodging are covered by scholarship grants. A list of available student quarters may be obtained for the various cities: Brussels—from the Office des Renseignements Universitaires, 50 Avenue Franklin Roosevelt; Liège—from the Service Social Universitaire, Place du 20 Août; Ghent—from the Rector's Office of the University, Voldensstraat 9; and Louvain—from the Service de Logement, 69 Avenue des Allies.

One word of warning: As in most European countries, there are laws limiting the employment of foreigners in order to protect local labor. In making his financial plans, therefore, the American student should not count on outside employment. If such employment is a financial necessity, the student is advised to apply to an international organization or to an American firm with operations in Belgium *prior to leaving the United States*. The student may also explore the possibility of a fellowship with the Belgian-American Educational Foundation which supports advanced research, or the College of Europe whose grants are handled through the American Committee on United Europe (537 Fifth Avenue, New York 17, New York).

Sources of information on study in Belgium include the Belgian Government Information Center, 630 Fifth Avenue, New York 20, New York, and

the Belgian-American Educational Foundation, 420 Lexington Avenue, New York 17, New York.

## DENMARK

Higher education in Denmark is under the general supervision of the Ministry of Education. However, the universities exercise considerable autonomy in teaching and administration. Professors, for example, elect their own president (Rektor), deans, and the university's governing body; and the several faculties have complete jurisdiction over examinations and the conferral of degrees. The student, as in most European universities, is expected to work independently, to prepare for the degree examinations at his own speed, and to expect only a minimum of supervision from the faculty. Having acquired his general education in high school, he attends the university to prepare for a specific career.

Denmark has two universities: the University of Copenhagen, founded in 1479, with a student body of more than 8,000; and the University of Aarhus, founded in 1928, with a student body of about 2,000. Both universities are divided into five faculties (departments): theology, law and economics, medicine, arts, and science.

In addition, Denmark maintains a number of *Højskolen* which specialize in technical subjects not taught at the universities. These institutions correspond to the German and Austrian *Hochschulen*, and enjoy the same rank and prestige as the universities. They include the Technical University of Denmark (*Danmarks Tekniske Højskole*) at Copenhagen, which specializes in chemical, electrical, mechanical, and civil engineering; the Copenhagen School of Economics and Business Administration (*Handelshøjskole i København*), which prepares students for positions in trade and industry; the Royal Danish School of Pharmacy at Copenhagen (*Danmarks Farmaceutiske Højskole*); the Royal Dental College at Copenhagen (*Danmarks Tandlægehøjskole*); the Royal Veterinary and Agricultural College at Copenhagen (*Den Kongelige Veterinær-og Landbohøjskole*), which specializes in veterinary medicine, agriculture, forestry, dairying, horticulture, and land surveying; and the Royal Conservatory of Music at Copenhagen (*Det kongelige Danske Musikkonservatorium*).

Other institutions of interest to Americans include the Academy for Fine and Commercial Art, Copenhagen; School of Arts and Crafts, Copenhagen; Technical Society Schools, Copenhagen; Technological Institute, Copenhagen; Alfred Jorgensen Institute of Fermentology, Copenhagen; Svend Holtze College of Physical Training, Fredensborg; School of Social Work, Copenhagen; and Carlsberg Laboratories for advanced pure research.



Americans who have not mastered the Danish language and who nevertheless want to study in Denmark have two alternatives:

(1) The Danish Graduate School for Foreign Students offers general background courses in the country's language, politics, economics, social welfare, and education, as well as specialized training in some professional fields. Instruction is in English, and given by specialists drawn from the universities and technical schools. Further information and application forms may be obtained from the Danish Information Office, 588 Fifth Avenue, New York 36, N. Y.

(2) The Scandinavian Seminar for Cultural Studies offers American students the opportunity to live for a time in Danish homes and then to attend the Danish Folk Schools (which are resident adult education colleges). Inquiries concerning this program should be addressed directly to the American-Scandinavian Foundation, 127 East 73d Street, New York 21, N. Y. In neither of these programs does the student receive a university degree.

Students in the regular university or *højskole* curricula are eligible for two degrees: the "candidate's degree" and the doctorate. In the arts and sciences, the "candidate's degree" is usually granted after from five to eight years of study; in theology, after six years; in medicine, after seven or eight years; in law or economics, after five to six years; in engineering, after four and one-half to five and one-half years; in agriculture, after three or more years, depending on the curriculum in which the student is enrolled; in veterinary medicine, after six years; in pharmacy, after two years; in dentistry, after four years; in business administration, after three years; and in architecture, after five or six years. The "candidate's degree" will specify the branch of specialization—*cand.jur.* (law), *cand.med.* (medicine), *cand.econ.* (economics), and so on.

Doctorates are granted both by the universities and the *højskoler*, but are relatively rare. Though no minimum period of study beyond the "candidate's degree" is prescribed, the standards for the doctorate are extremely rigorous. Not only must doctoral candidates publish a thesis embodying original research, but must defend it publicly before recognized authorities in the field.

The academic year is divided into two semesters, the fall semester lasting from September 1 to Christmas, and the spring semester from February 1 to the beginning of June.

To be admitted, American students should write a letter of application to the Registrar of the university or *højskole*, setting forth in some detail their reasons for wishing to study there and enclosing their college transcripts and a copy of earned degrees. Applications are judged on individual merit, and some applicants may be admitted with advanced standing.



The cost of higher education in Denmark is subsidized by the government, and hence quite moderate. The universities charge no tuition and impose only nominal matriculation, examination, and class fees. The technical colleges, however, charge both matriculation and tuition fees—the amount varying with the institution concerned. Room and board are generally available only in boarding houses and with private families, the cost averaging about \$60 a month. Aarhus is an exception, because the university maintains seven dormitories open to both Danish and foreign students. (Dormitory space is allocated by the student council, and requests should be addressed to *Studenterrædet*, Aarhus Universitet, Aarhus.) In Copenhagen, as in most European university towns, there are no dormitories. However, the Danish Students' Information Bureau (Studiestræde 6, Copenhagen), or the Danish International Student Committee (Sct. Pederstræde 19, Copenhagen) will assist foreign students in locating suitable quarters.

In Denmark, as elsewhere in Europe, American students should not count on outside employment, since the usual restrictions against alien labor are in force.

For further information on study in Denmark, consult the American-Scandinavian Foundation, 127 East 73d Street, New York 21, N. Y., or the Danish Information Office, 588 Fifth Avenue, New York 36, N. Y. Students already in Denmark will find the Danish Students' Information Bureau in Copenhagen most helpful.

## FRANCE

The educational system of France, like the other branches of the French government, is highly centralized. At the heart of the system is the Ministry of National Education, headed by the Minister of Education, a member of the French cabinet. The nation is divided into seventeen districts called *Académies*, each headed by a *Recteur*, who is a subordinate of the Minister of Education and a sort of superintendent of education for his area. All public education—from the *jardins des enfants* to the university—is under the control of the local *Recteur*.

It follows that there are seventeen French universities, and that so far as degrees, standards, methods and general philosophy are concerned, all are very much alike. The University of Paris has the highest prestige among them, and is the heaven to which good French professors aspire. But it is very little superior to the provincial universities in quality of faculty or student body. Indeed, in certain fields of knowledge, various provincial centers are judged superior to Paris by many experts. However,

Paris does have vast library and archival resources that give it a marked advantage over the other universities as a center for research.

French students enter the universities after completing the course of study at a *lycée* which leads to the degree *baccalauréat*. This places them considerably above the level of graduates of American high schools academically. While no exact method of comparison exists, it is generally conceded that the entering university student in France is at about the level of the junior year at a good American college. French universities are actually more like American graduate schools than undergraduate colleges; they therefore do not admit students from the United States to their regular programs who have not achieved at least junior standing at home.

French universities bear the names of the cities in which they are located. Listed alphabetically, these are Aix-Marseille, Alger (Algiers), Besançon, Bordeaux, Caen, Clermont-Ferrand, Dijon, Grenoble, Lille, Lyon, Montpellier, Nancy, Paris, Poitiers, Rennes, Strasbourg, and Toulouse. Each is divided into faculties (*Facultés*) or divisions. All have faculties (departments) of science, letters, and (except for Besançon) law, and most have medical schools as well. Attached to these faculties are a number of institutes which deal with such special subjects as business administration, Oriental studies, and marine biology. These come in bewildering variety. In Paris, for example, there are about forty institutes directly related to the *Faculté des lettres* alone.

The academic year runs from November to June. The program of studies is under the over-all control of the Ministry of Education, which decides what subjects will be taught and prepares the year-end examinations in each subject. Within this framework, however, each professor is free to develop his course of lectures (*cours*) in accordance with his own interests. Typically he deals with some narrow aspect of the general subject, it being his students' responsibility to prepare themselves on their own for the national examination.

There are two major French university degrees, the *Licence* and the *Doctorat d'Etat*. The former is required of all French schoolteachers, and calls for about three years of university study. Candidates for it must pass stiff oral and written examinations. The *Doctorat d'Etat*, required for teaching at the universities, is a research degree granted after an indefinite period of study and only upon completion of a major piece of original research. Few foreigners ever attempt either of these degrees, essentially teachers' licenses. Instead they aim at what is known as a *Doctorat d'Université*. This is the rough equivalent of an American Ph.D., and a student with an M.A. from the United States can qualify for it in about two years. He must write a thesis in French and pass an oral examination.

Foreign students who do not wish to work for the *Doctorat* may earn a *Certificat d'Etudes Supérieures* or a *Diplôme d'Etudes Universitaires*, both of which are degrees accumulated by regular French students on the way to the *Licence*. In addition there are a number of special certificates available exclusively to foreign students for work in French language and literature. The most important of these is the *Certificat d'Aptitude à l'Enseignement du Français à l'Etranger*, which, as the name indicates, is awarded (after the completion of a rigorous course) to persons planning to teach French in foreign countries. This *certificat* is offered only at the universities of Paris, Aix, Grenoble, Lille, Montpellier, and Poitiers, and normally can be won in a year.

No tuition is required of students enrolling in regular courses in the French universities, but the procedures that an American must follow to obtain a letter of admission is extremely complicated. The necessary documents and steps are outlined below:

A. Birth certificate.

1. The certificate must be "legalized" by the French Consulate having jurisdiction over the state which issued it.

2. The legalized certificate must be translated into French.

3. The translation must be notarized.

4. The notarized translation must be certified by the French Consulate having jurisdiction over the state for which the notary public was licensed.

B. Photostat of one's college degree,\* bearing the seal of the college clearly in relief.

1. The photostat must be translated into French.

2. The translation must be notarized.

3. The translation must be certified by the French Consulate having jurisdiction over the state for which the notary public was licensed.

C. A letter written by the student to the *Secretariat* of the *Faculté* in which he wishes to enroll. The French Embassy suggests the following form:

Monsieur le Recteur:

Le soussigné \_\_\_\_\_, né à \_\_\_\_\_ de nationalité \_\_\_\_\_  
demeurant à \_\_\_\_\_,  
ai l'honneur de vous demander de bien vouloir m'accorder \_\_\_\_\_  
l'équivalence du Baccalauréat pour me permettre de m'inscrire  
à la Faculté de \_\_\_\_\_, de l'Université de \_\_\_\_\_  
et d'y préparer \_\_\_\_\_. [Indicate degree].

Je joins à ma demande la copie de mon diplôme de \_\_\_\_\_

\* Actually good students with junior standing are usually allowed to enter.

\_\_\_\_\_ [indicate degree and college from which obtained]  
et la copie et la traduction de mon acte de naissance.

Veillez agréer, Monsieur, l'expression de mes sentiments les plus respectueux.

D. Three international reply coupons must be enclosed in a single envelope with all of the above documents, notarized and translated, and dispatched to the appropriate Secretariat.

After he is admitted to a university, the student must—since he will be studying more than three months in France—obtain a student visa. To do this he must send to the Cultural Services of the French Embassy, 972 Fifth Avenue, New York 21, N. Y., his letter of admission to the university with evidence of financial solvency (such as a letter from a bank, or proof of a scholarship, or a notarized letter from his parents promising to keep him in funds). The Embassy will then issue a letter of approval.

The student must take this to the nearest French Consulate and fill out in quintuplicate a visa application. This application, together with five passport-size photographs, the letter of approval, and a valid United States passport not due to expire until at least sixty days after the expiration of the visa, will normally induce the French authorities to issue the visa. The charge for this is \$8.47.

*Vive la France éternelle!*

## GERMANY

The West German system of higher education is decentralized, with over-all supervision of the nation's eighteen universities in the hands of the separate states (*länder*) of the Federal Republic. Furthermore, each university is largely autonomous, and is entirely free of governmental interference in academic matters. Nevertheless, a remarkable degree of uniformity exists. As one German authority stated: "The statutes of the individual universities and academies may differ here and there in small details, but are fundamentally the same." Standards, quality of faculty and student body, degrees offered, and the variety of subjects taught are not appreciably different from one university to another—although in any particular field, one university may naturally be considered superior to others because of specialized library facilities, tradition, or the presence on the faculty of an outstanding authority.

The eighteen German universities are located in Berlin (the so-called "Free University"); Bonn; Cologne; Erlangen; Frankfurt am Main; Freiburg; Giessen; Göttingen; Hamburg; Heidelberg; Kiel; Mainz; Marburg;



Munich; Münster; Saarbrücken; Tübingen; and Würzburg. Each is divided into various faculties (departments). Although there are slight variations in the names of these faculties and in their organization, every university has faculties of law, medicine, science, and philosophy (humanities). Particular departments of study will not always be found within the same faculty. Economics, for example, is part of the law faculty at Bonn, but under the faculty of philosophy at Erlangen; at Kiel all the sciences are part of the philosophy faculty. On the other hand, many of the universities in Germany have separate faculties of theology, agriculture, political science, and so on.

There are also eight university-level technical schools (*Technische Hochschulen*) in Germany. These are located at Aachen; Berlin; Braunschweig; Darmstadt; Hanover; Karlsruhe; Munich; and Stuttgart. They are organized along lines very similar to the universities, and even offer courses commonly included in the philosophy faculty; nonetheless, they are essentially engineering schools. There are also specialized university-level schools in veterinary medicine, physical education, mining, agriculture, and other subjects.

The German university year usually runs from about the first of November to the end of July, with a long break between semesters in March and April. Actually, the basic academic unit is the semester. Teaching takes the form of lectures (*Vorlesungen*) and seminars or exercises (*Übungen*). Ordinarily there are no examinations for the separate courses. Students seeking degrees attend the university for from three to six years, and a great part of the preparation for degrees is accomplished in private study outside the framework of formal courses. Proficiency is determined by the State Examination (*Staatsexamen*) and is required for admission into the professions. The *Staatsexamen* in law, for example, serves the same function as the state bar examinations in the United States; at the same time it is also the equivalent of a law degree from an American university.

For obvious reasons, foreign students are seldom interested in taking a *Staatsexamen*. Instead they prepare for a diploma examination (*Diplomaprüfung*) in their particular field. The universities also award doctorates, which are research degrees roughly equivalent to the American Ph.D.

To seek a doctorate, a student must have completed his diploma examination. Foreign students may submit evidence of equivalent work at other universities in lieu of this, but at least two semesters of work at the university where the degree is to be earned are required. The candidate (*Doktorand*) must prepare a dissertation or thesis in German under the guidance of a professor, and it must be approved by the appropriate faculty and printed. An oral examination must also be passed before the



degree is awarded. Normally it takes from two to four years beyond the diploma to win a German doctorate.

Tuition, fees, insurance, and other charges vary somewhat according to the university and the faculty, but average between 300 and 500 German marks per semester, or from \$150 to \$250 per year. Students must be eighteen years of age and possessed of a "School-Leaving Certificate" equivalent to the *Abitur* awarded to graduates of German secondary schools (*gymnasias*). For Americans this generally means junior standing in a recognized college, but each university in Germany has control over its own admissions procedures and they are not entirely uniform. The prospective student should write to the Rector of the university at which he wishes to do his work requesting admission. This letter (in German) should contain an account of the applicant's academic background. In addition he should include a photostat of his college record and an "officially attested" translation of the same; whatever evidence of proficiency in German he can muster; evidence of good health and of good conduct; two passport photographs; and the usual international reply coupons. If accepted, the applicant may present himself at the beginning of the next semester. At that time he must present, besides his letter of acceptance, the original copy of his "School-Leaving Certificate" or its equivalent, a passport, and three more passport photographs. He may also be required to take an examination in German.

## GREECE

After Greece achieved its independence from the Ottoman Empire in 1830, its first king—Prince Otto of Bavaria—introduced the German system of education to the country. The first university, established in 1837, was also patterned after the German model, and eventually became the National and Capodistrian University of Athens. Today, as in most European countries, Greek universities are subject to the centralized control of the Ministry of Education. Though they enjoy a great deal of autonomy and jealously guard their prerogatives, both public and private institutions operate under laws and regulations promulgated by the government. They provide specialized training to prepare students for professional careers.

Greece has two universities: the National and Capodistrian University of Athens, and the Aristotle University of Thessaloniki. Both have faculties (departments) of theology, philosophy, law, medicine, and mathematics and physics. The University of Thessaloniki, founded in 1925 to provide for the educational needs of the northern provinces, also has faculties of agriculture and forestry, veterinary science, and engineering.

In addition, the National Mestovion Institute of Technology at Athens offers curricula in civil, mechanical, electrical, chemical, rural and topographical engineering, and courses in architecture. University-level institutes in agriculture, economics and commercial studies, fine arts, music and drama are also found in Athens. Finally, there is an American (post-graduate) School of Classical Studies, a British School of Archeology, and a French School of Archeology—all in Athens.

The Greek universities offer two degrees: a diploma after from four to six years of study, and a doctorate upon presentation of a research thesis.

The academic year lasts from September to May or from November to June, depending upon the institute or university.

Tuition costs about \$70 for the academic year. Students must make their own arrangements for housing, but they benefit from a 25 percent reduction in rates available to foreign students at all Greek hotels. On the average, the cost of living amounts to about \$80 per month.

## IRELAND

Ireland has two self-governing, independent universities. The University of Dublin (Trinity College) was founded in 1591, and offers curricula in medicine, science, arts, economics, divinity, law, music, education, engineering, and veterinary medicine. The National University of Ireland, founded under the Irish Universities Act of 1908, consists of three university colleges (Dublin, Cork, and Galway) and St. Patrick's College, Maynooth (Kildare). With the exception of St. Patrick's, these colleges are all co-educational.

In addition to the two universities, there are the following institutions of higher learning in Ireland: Dublin Institute for Advanced Studies, specializing in Celtic studies and theoretical physics; Royal Irish Academy at Dublin, specializing in Celtic studies and science; Royal College of Physicians and Surgeons at Dublin; Veterinary College of Ireland at Dublin; Agricultural Institute at Dublin; and the Institute for Industrial Research and Standards at Dublin.

The major degrees offered by Irish universities are the bachelor's degree, requiring about 3 years of study; the master's degree, requiring one additional year; and the doctorate, requiring about three years beyond the bachelor's degree. The academic year runs from late September to late June, and the language of instruction, except for some courses which are taught in Irish, is English.

To be admitted, students should write directly to the President of the College of their choice and ask for an exemption from the matriculation examination. (At Dublin this application should be made to the Senior

Tutor of the College.) Exemption will be granted only to students who can prove that they have passed equivalent examinations in the required subjects, which in many faculties include Latin. Entrance standards are rigorous, and American students are well advised to apply only after attainment of their B.A.

Tuition fees vary, depending on the curriculum, but the approximate cost of an arts degree program is \$150 per year. Except for the University of Dublin (Trinity College), which maintains student residence facilities, there are no dormitories. A goodly number of the students live at residential hostels. The cost of living is roughly \$100 per month.

## ITALY

The universities of Italy are among the oldest in the world. Begun as independent schools offering *studium generale*—i.e., a place of study open to all—they gradually gained enough power to obtain official recognition from the state. Thus, the University of Bologna, founded as a law school in 1088, was recognized by Frederick Barbarossa in 1155, and specialized schools at Padua, Naples, Rome, Perugia, Pisa, and Florence had obtained similar recognition by the middle of the 14th century.

Today there are 26 universities in Italy, 23 of which are state universities (Bari, Bologna, Cagliari, Camerino, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Milan, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Trieste, and Turin) and three private or “free” universities (Urbino, Catholic University of the Sacred Heart at Milan, and Università Commerciale “Luigi Bocconi” at Milan). Though not supported by the government, the “free” universities can grant degrees having the same legal standing as those granted by the state universities. In any event, the degree program offered by any university is rigidly prescribed by law, and the Ministry of Public Instruction at Rome exercises centralized control over all Italian education.

In addition to the universities, there are a number of fine arts academies offering a four-year program, organized in separate sections for painting, sculpture, decorative art, and scenic design. All the subjects within each section are prescribed, and students must follow the complete program with no electives. Bologna, Carrara, Florence, Milan, Naples, Palermo, Perugia, Rome, Turin, and Venice each has an *Accademia de Belle Arti*. The one at Carrara specializes in marble work.

As distinct from the art academies, there are art institutes which prepare students to become master craftsmen in such fields as ceramics, woodwork, silver work, etc. These *istituti d'arte* are located in Rome, Florence, Faenza, Urbino, and Venice, and each specializes in a different field.

Finally, there are music conservatories offering courses for periods of varying duration and leading to different diplomas. There is a *Conservatorio di Musica* in each of the following cities: Bologna, Bolzano, Cagliari, Florence, Milan, Naples, Palermo, Parma, Pesaro, Rome, Turin, and Venice. Highly specialized courses are available at La Scala Opera School in Milan and *Il Pontificio Istituto di Musica Sacra* in Rome.

The academic year is not divided into semesters, and classes are held from the beginning of November through early June.

Italian universities grant only one degree, the *laurea*—which carries with it the title of *dottore*. In most faculties the degree can be earned in four years except in engineering, architecture, and chemistry (five years), and medicine (six years). Further studies (*corsi di perfezionamento*) leading to a special diploma may be pursued in such fields as law and medicine.

To be admitted to an Italian university, American students must have completed at least two years of college and must have an adequate command of Italian. Applications, accompanied by academic transcripts, copies of earned degrees, and birth certificate and proof of citizenship, should be submitted to the nearest Italian Consulate in the United States for translation and authentication. The consulate, rather than the student, submits these documents to the institution in question, and arranges for the student's admission. Applicants already in Italy should contact the Ministero degli Affari Esteri, Direzione Generale delle Relazioni Culturali con l'Estero, Rome, Italy.

Tuition for students enrolled in regular degree programs comes to about \$85 per year, plus an additional \$20-\$80 for those taking laboratory courses. Enrollment fees in the *corsi di perfezionamento* may run as high as \$200. Art academies and music conservatories charge no tuition to foreign students.

Although there are special student residences in some of the larger Italian cities, the universities themselves generally do not maintain dormitories. Foreign students may apply for admission to the Villa Fabricotti, 64 via Vittorio Emanuele, Florence, or the Casa Internazionale, Palazzo Salviati, Piazza della Rovere 83, Rome, but only a handful are accepted. Most students, Italian and foreign, live in *pensioni*, furnished rooms, or hotels. Depending on the city, the cost for room and board will vary from about \$4 to \$6 per week.

## NETHERLANDS

Four of the six universities in the Netherlands are wholly or partly state-supported institutions. Admissions, degree programs, and examinations are



specified by law, and are also subject to regulation by the Ministry of Instruction, Arts, and Sciences. However, the internal affairs of universities are administered by the professors and the rectors who are elected by their colleagues.

Leiden, the oldest university in the Netherlands, received its university charter in 1575 as a reward for the town's role in the struggle for Dutch independence. Groningen, Utrecht, and Amsterdam were founded in the 17th century; the Free University of Amsterdam in the 19th; and the Catholic University of Nijmegen in 1923. Leiden, Utrecht, and Groningen are state universities; Amsterdam a municipal university; and the Free University of Amsterdam (Dutch Reform) and the Catholic University of Nijmegen, independent institutions. Most of these have the following faculties (departments): theology, law, arts, science, philosophy, and medicine.

Certain technical subjects like engineering, architecture, and agriculture are not included in the regular university curriculum, and must be studied at special *hogescholen* which are roughly equivalent to the German *Technische Hochschulen*. There are two *Technische Hogescholen*, one at Delft and one at Eindhoven. These, together with the two institutes of economics, have the same rank and prestige as the universities. The two institutes of economics are located at Rotterdam and Tilburg.

In addition, there is a State Academy of Fine Arts at Amsterdam and a Catholic Academy of Fine Arts at Maastricht; conservatories of music at The Hague, Amsterdam, Rotterdam, and Utrecht; and an Architectural Academy at Amsterdam.

As in most European countries, attendance at lectures at Dutch universities is entirely voluntary. There are no semester or year-end examinations and no system of credits. University training is considered specialized work in preparation for a specific career, and the student is expected to be capable of independent work when he enrolls. The academic year begins about September 20 and ends about July 10, with vacations at Christmas and Easter. Courses are not divided into semesters.

The university program leading to the final degree of "Doktor" takes from five to eight years, depending on the faculty in which the student is enrolled. Along the way, the student takes several intermediate examinations: the *propaedeutic* (usually after one year), the *candidaats* (usually after three years), and the *doctoraal* (usually after five years). The *doctoraal* examination confers the title of *doctorandus*, and permits the student to present a thesis for the award of the doctorate. By American standards, the *propaedeutic* is roughly comparable to the bachelor's, and the *candidaats* to the master's degree. At the institutes of technology,



the final degree is that of engineer, architect, agricultural engineer, etc.

In Holland, application for admission to a university should be made by letter to the Rector Magnificus of the institution concerned. Transcripts of the student's record and copies of whatever degrees he has earned must accompany the letter. Each application is judged as a special case and advanced standing may be granted if the student's previous training merits it. Those who plan to study medicine should apply through the Ministry of Education, Arts, and Sciences, Department of Higher Education, Nieuwe Uitleg 1, The Hague, Netherlands.

Tuition costs, uniform throughout Holland, are about \$60 per academic year. In scientific and medical courses, there may be extra laboratory fees. Since Dutch universities do not maintain dormitories, students must live in furnished rooms or boarding houses—searching for the small signs, “cubicola locanda,” which dot university towns in September. The housing bureaus at the various universities and the Foreign Student Service, 5 Oranje Nassaulaan, Amsterdam, Netherlands, may be of help in locating quarters. Generally, the student should expect expenses of not less than \$60 per month for maintenance and lodging.

## NORWAY

Although Norwegian universities are under the general supervision of the Ministry of Education, they are largely independent and self-governing institutions, more akin to American graduate schools than to the undergraduate liberal arts colleges. Students are supposed to have acquired a general education in high school, to enroll in the university only for specialized professional training, and are supposed to be capable of independent study. They receive little supervision, proceeding at their own pace toward completion of their degrees. Americans planning to study in Norway should not only have completed two years of undergraduate work, but must also have a good working knowledge of Norwegian.

There are two universities in Norway, one at Oslo (founded in 1811) and the other at Bergen (founded in 1948). At the older university, there are five separate faculties (departments): theology, law (including economics), medicine, liberal arts (including history, philosophy, and social science), and natural science (including pharmacy). At Bergen there are only three faculties: science, medicine, and liberal arts.

Other institutions of university rank offer specialized curricula not found at the universities. These institutions include the following technical schools (*høgskole*), academies (*akademi*), and conservatoria (*konserveriet*): The Agricultural College of Norway (*Norges Landbruks-høgskole*), located 23 miles from Oslo; the State Academy of Fine Arts

(*Statens Kunstakademi*), Oslo; State College of Crafts and Applied Arts (*Statens Handverks og Kunstindustriskole*), Oslo; The Norwegian School of Economics and Business Administration (*Norges Handelshøgskole*), Bergen; The Norwegian State Dental School (*Norges Tannlegehøgskole*), Oslo; Norwegian Institute of Technology (*Norges Tekniske Høgskole*), Trondheim; State Teachers' College of Home Economics (*Statens Laererinneskole i husstell*), at Stabekk near Oslo; Conservatory of Music (*Musikkonservatoriet*), Oslo; State School of Physical Education (*Statens Gymnastikkskole*), Oslo; Norwegian Teachers' Institute (*Norges Laerershøgskole*), Trondheim; and Veterinary College of Norway (*Norges Veterinaerhøgskole*), Oslo.

Norwegian universities grant four degrees—the *adjunkt*, the *lektor*, the master's, and the doctorate. To obtain the *adjunkt* degree in the arts and sciences, students must pass full-day examinations in each of three minor subjects as well as an oral examination. The program usually requires from five to seven years of preparation, and successful candidates receive the title *cand.mag.* (Americans working for the *adjunkt* may be admitted with advanced standing if they have completed two or more years of college.) To obtain the *lektor*, students must pass an oral and written examination, and write a thesis, in *one* of the fields offered for the previous degree. This usually requires two years of study beyond the *adjunkt*, and successful candidates receive the title of *cand.philol.* (humanities) or *cand.real* (science). The next degree, the *magister artium* or *magister scientiarum* involves an expansion of the *lektor* thesis, and the highest degree—the doctorate—is awarded only for independent and original scholarship, presented in the form of a major dissertation and defended in a public lecture before leading authorities in the field. Doctorates are not common in Norway.

Outside the arts and sciences, degree requirements—except for the doctorate—are usually less rigorous. The *cand.med.* takes about eight years; the *cand.vet.med.* about six years; the *cand.jur.*, *cand.econ.*, and *cand.theol.* about five years; the *architekt* or *ingenior* degrees about four and one-half years; the *cand.dent.* about four years; the *cand.agric.* about three years; and the *cand.commerce* about two to three years. In all these fields there is also a doctor's degree which, like the doctorate in arts and sciences, is difficult to obtain and hence quite rare.

The academic year consists of two semesters, the first lasting from the beginning of September to mid-December, the second from mid-January to mid-June. To be admitted, the American student should submit to the Rektor of the university or *høgskole* a formal letter of application, accompanied by his academic transcripts and copies of whatever degrees he has already obtained. In medicine, pharmacy, engineering, commerce,

agriculture, veterinary medicine, and dentistry, admission is restricted by the amount of laboratory space available.

Except for nominal matriculation, laboratory, and examination fees, higher education in Norway is free. Single students should find a monthly budget of \$100 adequate for room, board, and incidentals. Married students, especially those with children, should be aware of the fact that suitable apartments at reasonable rentals are in short supply.

Graduate study fellowships are administered by the American-Scandinavian Foundation, 127 East 73d Street, New York, N.Y., and applications should be addressed to the Foundation. For further information on study and life in Norway, contact the Norwegian Information Office or the Norwegian Travel Office, both of which are located at 290 Madison Avenue, New York, N.Y.

## PORTUGAL

Portuguese universities, organized substantially along the Spanish pattern, offer specialized courses to prepare students for professional careers. It is assumed that students have completed their general education in high school, and that they are now capable of advanced and independent study.

Portugal has four universities. The University of Coimbra, where many of Portugal's most celebrated authors and statesmen were educated, was founded in 1290. Coimbra, like the Classical University of Lisbon, has faculties (departments) of letters, law, medicine, pharmacy, and science. The University of Oporto has faculties of science, medicine, pharmacy, engineering, and economics. Finally, the Technical University of Lisbon, which consists of a group of schools and institutes each specializing in a different field, offers work in veterinary science, agriculture, economics and finance, and engineering.

In addition, there is a College of Music and Art at Lisbon, a National Conservatory of Music at Lisbon, a Conservatory of Music at Oporto, a School of Fine Arts at Lisbon, a National School of Fine Arts at Oporto, and Institutes of Tropical Studies and Medicine at Lisbon.

Like their Spanish counterparts, Portuguese universities offer two major degrees, the *licenciado* and the *dotour*. The former is awarded after from four to six years of study, while the latter requires the preparation and successful defense of a thesis in addition to the examinations.

To be admitted, the student should write directly to the institution of his choice. A thorough knowledge of Portuguese is an absolute requirement for admission.

Tuition fees for the academic year average about \$50. Ordinarily, students make their own arrangements for room and board in private

homes, pensions, or through university centers. The cost of living ranges from a bare minimum of \$30 per month upward.

## SPAIN

Higher education in Spain dates back to the period of Moorish domination, between the 8th and 12th centuries, when the royal courts served as the gathering places of eminent scholars and repositories of great libraries. Salamanca, the first modern Spanish university, was founded by Alfonso IX in the 13th century, and others were later established by royal decree or through municipal efforts.

Today, all higher education in Spain is centrally directed and controlled by the Ministry of National Education. The country is divided into twelve educational districts, each of which contains a national university. Students enroll in a specific faculty (department) to pursue specialized studies leading to a professional degree. It is assumed that all students have completed their general education *before* coming to the university.

The twelve state universities are: Barcelona, Granada, La Laguna (Canary Islands), Madrid, Murcia, Oviedo, Salamanca, Santiago de Compostela, Sevilla, Valencia, Valladolid, and Zaragoza. Each of these has a faculty of philosophy and letters, law, and science. Some of the larger universities (like Barcelona and Madrid) also have faculties of medicine, pharmacy, political science and economics. In addition, there is affiliated with each university a separate school, the *Escuela de Estudios Sociales*, which offers instruction in contemporary problems, politics, economics, social legislation, and labor problems.

There are two parochial universities: The Pontifical University of Comillas at Santander and the Pontifical University of Salamanca, each with faculties of canon law, philosophy, and theology. Comillas also has faculties of sociology and science, while Salamanca has a faculty of classical philology, and institutes for pastoral theology, Oriental Studies, and biblical and spiritual studies.

Finally, there are university-level fine arts academies at Madrid, Barcelona, Valencia, and Sevilla; the music conservatories at Madrid, Cordoba, Malaga, Murcia, Sevilla, Valencia, Bilbao, Zaragoza, Tenerife, Curuna, Cadiz, San Sebastian, and Barcelona; and architectural schools at Madrid and Barcelona.

The two major degrees awarded by Spanish universities are the *licenciatura* and the *doctorado*, the former requiring about five or six years of study, and the latter several additional years. Certificates and diplomas are granted in only certain branches of medicine, pharmacy, and the sciences.



To be admitted to a regular degree program, an American student must submit the following documents for "revalidation" or certification by the Spanish Embassy in Washington, which will then forward them to the student's choice of university: (1) a photostat of his high school or college diploma plus official transcripts, bearing the school seal and the signature of the registrar; (2) catalogues of the schools attended; (3) a birth certificate; (4) a statement of the source and amount of income while in Spain. Proper presentation of these documents at least four months before the registration period will assure the student's admission. In Spain, as elsewhere, Americans may be admitted with advanced standing if they have attained their B.A. or M.A. degrees. Those with Master's degrees are generally permitted to proceed directly toward the *doctorado*.

Students electing to work for a special diploma in Hispanic studies rather than for a regular degree need not submit proof of previous studies. Such students should submit their applications, before August 31, to the Spanish Embassy, Office of Cultural Relations, 1477 Girard Street, N.W., Washington 9, D.C. Others may elect to work in the Graduate School of Humanities in Madrid, which offers special courses for foreigners in Spanish language, literature, and culture. Inquiries concerning this non-degree program should be addressed to Dr. Manuel Ballesteros Gaibrois, Graduate School of Humanities, Facultad de Filosofía y Letras, Ciudad Universitaria de Madrid, Madrid, Spain.

The academic year is divided into two semesters, one from early October to mid-February, the other from mid-February to the end of June. Registration for the entire year is accepted only in the fall, and must be accomplished in person prior to September 20.

Tuition fees in Spanish universities are nominal (about \$2 per course), and the cost of living is approximately \$100 per month. Some universities (Madrid, Barcelona, Granada, Salamanca, Santiago de Compostela, Seville, Valencia, Valladolid, Zaragoza) maintain student residences—*Collegios Mayores*—but these are extremely crowded, and the student is well advised to make his reservation early. Other accommodations are available in *pensiones* (boarding houses) and private families. Noteworthy is Madrid's University City, an American-style campus with modern classroom buildings, student residences, and athletic facilities.

For further information, the student should contact the Spanish Embassy in Washington or the Spanish consulates located in major American cities. Another important organization is the Instituto de Cultura Hispánica, Avenidad de los Reyes Católicos, Ciudad Universitaria, Madrid, Spain, which arranges home hospitality, assists students in locating housing, provides introductions to professional societies, and organizes holiday trips.



## SWEDEN

University education in Sweden, as in all European countries, consists of professional training for a specific career, and is roughly comparable to graduate study in the United States. Academic supervision and guidance are kept to a minimum, and students have great freedom in planning their schedules. While the programs in the technical, medical, and dental schools are rigidly prescribed, students are free to present themselves for their degree examinations whenever they feel adequately prepared.

Sweden has four universities. The University of Lund, founded in 1668, and the University of Uppsala, founded in 1477, are state universities, and include the traditional faculties (departments) of law, medicine, philosophy, and theology. The University of Stockholm, founded in 1877, has faculties of law, mathematics and humanities, and natural science. The University of Gothenburg, founded in 1889, offers only two faculties: humanities and medicine. Both Stockholm and Gothenburg are "private" universities, depending only in part on state support.

Subjects like engineering, architecture, music, and art are not included in the regular university curriculum, but are taught at *högskolan* (roughly comparable to the German and Austrian *Technische Hochschulen*). These institutes enjoy the same status and prestige as the universities: The Royal Institute of Technology at Stockholm (*Kungl. Tekniska Högskolan*); The Chalmers Institute of Technology at Gothenburg (*Chalmers Tekniska Högskolan*); The Stockholm School of Economics and Commerce (*Handelshögskolan i Stockholm*); The Gothenburg School of Economics and Commerce (*Handelshögskolan i Göteborg*); The Caroline Medico-Surgical Institute at Stockholm (*Kungl. Karolinska Mediko-Kirurgiska Institutet*); The Institute of Dentistry at Stockholm (*Tandläkarhögskolan*); The Institute of Dentistry at Malmö (*Tandläkarhögskolan*); The Institute of Pharmacy at Stockholm (*Kungl. Farmaceutiska Institutet*); The Institute of Veterinary Science at Stockholm (*Kungl. Veterinärhögskolan*); The Institute of Agriculture at Uppsala (*Kungl. Lantbrukshögskolan*); The Institute of Forestry at Stockholm (*Kungl. Skogshögskolan*); The Royal School of Music at Stockholm (*Kungl. Musikhögskolan*); and The Royal Academy of Art at Stockholm (*Kungl. Konsthögskolan*).

Other schools of interest include the Graphic Institute at Stockholm (*Grafiska Institutet*), which offers courses in printing, typography, and other graphics; The Swedish State School of Arts, Crafts, and Design at Stockholm (*Konstfackskolan*); The School of Arts and Crafts at Gothenburg (*Sjöldföreningens Skola*); The Royal Central Gymnastics Institute at Stockholm (*Kungl. Gymnastiska Centralinstitutet*); and The South Swed-

ish Institute of Physical Therapy at Lund (*Sydsvenska Gymnastik-institutet*).

Finally, there are two study programs of special interest to Americans:

(1) The International Graduate School for English-speaking Students offers, under the auspices of the University of Stockholm, courses in the social and political sciences as well as in Swedish language and literature. For well-qualified graduate students, research facilities are also available in other fields. Students in the social sciences may enroll for a one-year diploma course, and those who remain an additional year are eligible for the Master of Social Science (M.S.Sc.) degree. The school also confers a Master of Arts (M.A.) and a Master of Science (M.Sc.) degree. For further information and application forms, contact the American-Scandinavian Foundation, 127 East 73d Street, New York 21, N.Y.

(2) As in the case of Denmark, the Scandinavian Seminar for Cultural Studies sends American groups to Sweden each year for the study of Scandinavian culture. The students selected for this program live for a while in Swedish homes and then attend one of the Swedish Folk Schools (residential adult education colleges). Direct all inquiries to the Seminar, c/o The American-Scandinavian Foundation, 127 East 73d Street, New York.

Swedish universities award three major degrees: the *kandidat* or *magister* degree, granted after from two and one-half to six years of study, depending on the field of specialization; the *licentiat*, which generally requires another three years and the preparation of a thesis; and the doctorate, which demands extensive work beyond the *licentiat* and the preparation of a thesis.

To be admitted, students should apply by letter to the institution of their choice, submitting at the same time such credentials as transcripts, a photostat of their birth certificate, and copies of any degrees earned. As a rule, American students who have completed two years of accredited college work can count on being admitted.

The academic year is divided into two semesters, the first lasting from the end of September to late December, the second from January to the end of May.

Tuition at Swedish universities is free, except for special courses, but there are nominal registration fees, student union dues, and examination fees. Students generally make their own housing arrangements, either with families or in boarding houses. Cut-rate meals are obtainable in student restaurants connected with the universities. In all, the American student should count on a minimum monthly budget of about \$125.

For further information write to The Swedish Institute for Cultural Relations with Foreign Countries, Kungsgatan 42, Stockholm, Sweden:

the Sverige-Amerika Stiftelsen, Grevturegatan 14, Stockholm, Sweden; or the Sveriges Förenade Studentkärer (Swedish National Student Union), Aluddsvägen 7, Stockholm K, Sweden.

## SWITZERLAND

Switzerland is a confederation of 25 member states (cantons) which differ in culture, language, and religion. Within its territory, each canton is sovereign in education on the primary, secondary, and university levels. In fact, the Federal Institute of Technology in Zürich is the only institution of university rank maintained by the federal government.

Though Swiss universities are free from centralized government control, and are therefore free to develop along autonomous lines, they all have the following characteristics in common. First, they are graduate schools, offering specialized professional courses rather than a curriculum in general education. Second, they offer little or no "campus life"; a Swiss university is a collection of professors, lecture halls, laboratories, libraries, and clinics. Third, the student at a Swiss university lives where he pleases and provides for his own entertainment and social life. Class attendance is optional, and in most courses he is not even given a regular assignment schedule. The student, in other words, is treated as an adult: it is up to him to decide what courses he ought to attend, and how much work he needs do.

Swiss universities seem to hold a particular fascination for foreigners. In fact, some 4,700 of the 16,000 regular full-time students are from abroad, and represent more than 40 different nationalities. The explanation may be the excellent facilities of a free country that has been spared the ravages of war; the lovely, picturesque, and hospitable surroundings; the relatively low student-teacher ratio, which makes the professor more accessible than at most European universities; and finally, the possibility of writing a thesis not only in German, French, or Italian, but also in English or Spanish.

Switzerland has ten institutions of higher learning. In the German-speaking part of the country are the Universities of Basel, Bern, and Zürich, the Federal Institute of Technology at Zürich, and the School of Economics and Public Administration at St. Gallen. In French-speaking Switzerland are the Universities of Geneva, Lausanne, and Neuchâtel, the Institute of Technology at Lausanne, and the bilingual University of Fribourg. There is no university in the Italian-speaking part of Switzerland.

Though different in many respects, these universities have basically the same structure. They are divided into faculties (departments): the-



ology (Roman Catholic at Fribourg, and Protestant in the other universities); law (jurisprudence, political economy, and sociology); arts (philosophy, history, and linguistics); science (mathematics, natural science, and physical science); and medicine. The universities of Fribourg and Neuchâtel have no faculty of medicine, while the universities of Bern and Zürich have a faculty of veterinary science as well as a faculty of medicine. Some of the universities have specialized institutes (dentistry, pharmacy, etc.) attached to their faculties.

The two institutes of technology, like the German and Austrian *Technische Hochschulen*, give courses in all branches of technology and engineering. The school at St. Gallen prepares students for responsible positions in industry, commerce, and government service.

Swiss universities award two degrees: the doctorate and the *licentiate*. These are granted after seven or eight semesters of study (13 for medicine), but the student admitted with advanced standing may complete the requirements in less time. Generally, the universities in German Switzerland grant only the doctorate, while the universities in French Switzerland grant both degrees. The institutes of technology at Lausanne and Zürich award a diploma in engineering (civil, mechanical, electrical, etc.) as well as a doctorate in technology. The School of Economics at St. Gallen awards both a *licentiate* and a doctorate in economic or administrative science.

The academic year is divided into two semesters: the winter semester from mid-October to the beginning of March, the summer semester from mid-April to mid-July. There are many summer sessions for foreigners.

To be admitted to a regular degree program at a Swiss university, the applicant must be at least 18 years old, with a Swiss high school diploma (maturity degree) or its foreign equivalent. An American applicant is sure to be admitted if he has a B.A. or B.S. degree, and may be admitted (at the University of Geneva, for example) if he has finished his sophomore year at an accredited college. Applications for admission should be submitted to the registrar of the university before September 15 for the winter semester, and before March 1 for the summer semester. They should be accompanied by a curriculum vitae, a certified copy (or photostat) of the student's college transcripts and/or degrees, and his birth certificate. At registration, the student must also present a "certificate of good character" and a passport (or other proof of identity). Finally, he must register with the local Aliens' Police and, if he expects to stay in the country more than three months, apply for a "Permit of Residence."

Study in Switzerland is more expensive than in most European countries, but less than at most American state universities. Matriculation, tuition, and incidental fees (including health insurance) vary from about



\$145 to \$240 per academic year, depending upon the university and the course of study selected. The cost of room and board, either in a pension or with a private family, comes to about \$150 per month. (At Fribourg, Geneva, and Zürich, the student may live in a hostel; and at Basel, Bern, Geneva, Neuchâtel and Zürich he can eat in special student restaurants.) The single student should plan on a minimum of \$1,800 a year—and the married student on \$2,900—to cover tuition, maintenance, and incidentals. "Working one's way through college" is out of the question for foreign students, since they cannot count on outside jobs to supplement their financial resources.

The Central Office of Swiss Universities (Sonneggstrasse 26, Zürich) provides information on admission requirements and course offerings at different institutions of higher learning, and also arranges for student and teacher exchanges. Editions Leemann A. G. (Postfach Zürich 34) publishes the *Almanach Universitaire Suisse*—costing 75 cents—which contains a synopsis of all courses and curricula in Swiss universities. The Swiss National Tourist Office (10 West 49th Street, New York 10, N. Y.) regularly issues, and makes available upon request, a list of housing accommodations for students. Finally, the secretariat of each institution stands ready to answer specialized inquiries concerning academic or personal matters.

## UNITED KINGDOM

Universities in the United Kingdom, unlike most of their European counterparts, are private, self-governing institutions. Although they are not subject to the centralized control of the Ministry of Education, they receive most of their financial support from the state through the so-called University Grants Committee. This body is appointed by the Treasury but a majority of the committee members come from the universities. They determine how government grants to higher education are to be allocated among the various universities—which, in turn, decide for themselves exactly how the funds are to be spent. Normally, the universities are the final arbiters of policy in the academic domain.

At present there are 22 universities and one university-college in the United Kingdom. The oldest and most famous, of course, are Oxford and Cambridge, which date back to the 12th century. Both are federations of several residential colleges, each of which is separately incorporated and endowed, and independent in its administration and instruction. Only the universities, however, have the power to grant degrees.

Until the 19th century, Oxford and Cambridge were the only universities in England and Wales, and were the repositories of the nation's in-

tellectual leadership. With the founding of London University in 1836 began the great era of university expansion. London became the catalyst for the founding of other universities—because, in addition to providing instruction for its regular undergraduates, it alone allowed non-resident students (*i.e.*, people who had never studied at London University), to sit for “external” degree examinations. Because of this system of “external” degrees, other educational institutions which did not have degree-granting powers could enter their students in the examinations for a London University degree until such time as the quality of their instruction improved and expanded sufficiently for them to apply for a university charter themselves and grant degrees in their own right.

As a result there are today—in addition to Oxford, Cambridge, and London—the following degree-granting universities in England: Birmingham, Bristol, Durham, Exeter, Hull, Leeds, Leicester, Liverpool, Manchester, Nottingham, Reading, Sheffield, Southampton, and the university-college of North Staffordshire, which has a special status.

Although engineering and other “technical” subjects are taught at the universities, most students in these fields attend special technical colleges or polytechnics not affiliated with the universities. These institutions, roughly analogous to the *Technische Hochschulen* in the Germanic countries, are the Birmingham College of Technology, Bradford Institute of Technology, Welsh College of Advanced Technology, Battersea College of Technology, Chelsea College of Science and Technology, Northampton College of Advanced Technology, Loughborough College of Technology, and the Royal Technical College at Salford. They all award diplomas and certificates rather than degrees.

Finally there are other institutions of higher learning in specialized fields, such the Architectural Association School of Architecture, the Central School of Speech and Drama, the Royal Academy of Dramatic Art, and the Royal College of Art.

The traditional method of instruction at most British universities is the formal lecture, supplemented usually by tutorial classes, seminars, laboratory work, and private reading. At Oxford and Cambridge, the tutorials form an integral part of the undergraduate’s work; almost every week the student prepares an essay or exercise on a topic connected with his course, presents it to his tutor, and then discusses it with him. In the newer universities, this tutorial system also exists to a considerable (and often increasing) extent, but the tutorial classes are generally larger and meet less frequently. The emphasis is on moulding the student’s qualities of initiative and independence, so that he can master a subject with only minimum reliance on formal classroom work.

Although there is considerable diversity in the usage of degree titles, the universities usually offer a bachelor’s or “first degree” in the arts,

science, economics, commerce, divinity, engineering, law, medicine, and surgery. These degrees normally require three or four years of work (six in medicine and surgery). In Scotland, the first degree is the master of arts (M.A.).

Higher degrees, which normally require from two to three years of postgraduate work, include the bachelor of letters, bachelor of philosophy, master of arts, master of science, master of science in economics, master of commerce, master of engineering, doctor of medicine, and doctor of philosophy. Other degrees, such as doctor of letters, doctor of laws, doctor of science, or doctor of engineering, are essentially honorary degrees awarded only for outstanding contributions to the advancement of knowledge in that particular field.

The academic year runs from October to June, and is generally divided into three terms of from eight to ten weeks each.

Admission to British universities is based on a process of competitive selection. This means that the possession of suitable qualifications does not automatically guarantee admission, as it does in most European countries. It is advisable, therefore, to apply at least one year in advance and to apply to more than one university (a practice both common and quite proper in Britain). Applications, including detailed information about the student's academic record and degrees, and the course he plans to follow, should be sent directly to the university in question, with just two exceptions. Applicants to a Scottish university should write to The Secretary, Scottish Universities Entrance Board, Kilburn House, St. Andrews, Fife, Scotland. And applications for Birmingham, Leeds, Liverpool, Manchester, or Sheffield should be addressed to The Secretary, Northern Universities Joint Matriculation Board, 315 Oxford Road, Manchester 13, England.

The total cost of study and residence varies according to the university and the course of study. At Oxford and Cambridge, the cost varies between \$1,700 and \$2,000; at London, from \$1,400 to \$1,700; and at most other universities, it is about \$1,400. Expenses are higher for those studying medicine, engineering, agriculture, or the natural sciences.

Lodging is a special problem. About 25 percent only of the students can be housed in college and university residence halls. Naturally, many applications for such quarters have to be refused. The foreign student should contact the appropriate university lodgings office for a list of living quarters suitable for students.

## LATIN AMERICA

Latin America consists of 20 countries, each with its unique history, characteristics, and traditions. While it is therefore difficult to generalize, it



is still possible to speak of the Latin American countries as a group, and to point out salient differences between their educational system and our own. And here the striking fact is that the two systems are almost completely different—in organization, administration, financial support, equipment, instruction, examinations, aims and traditions.

First, with the exception of some church, municipal, and private institutions, most Latin American universities are established by the state. Their courses and curricula are so rigidly prescribed by law that until recently many universities have not even bothered to issue catalogs listing their courses. Like European universities, Latin American institutions have also been disinclined to introduce major modifications in curriculum in response to changing economic and social conditions.

Also, like their European counterparts, Latin American universities usually do not offer the kind of general survey courses found in North American liberal arts colleges. (However, some have recently inaugurated a “common basic year” of introductory core courses in cultural subjects—the University of Costa Rica and the University of San Marcos in Peru, for example.) Most Latin American institutions assume that their students have received an adequate cultural background during their secondary school studies, and therefore most generally enroll the entering student immediately in a program of strictly prescribed, required, and specialized courses leading to a professional degree. There are few, if any, electives, and few non-professional courses. In this sense, the Latin American university is much more akin to a United States law school or medical school than to one of our undergraduate colleges.

Another noteworthy difference is the fact that the academic year in Latin American countries rarely coincides with that in the United States. In the countries south of the equator—Argentina, Bolivia, Brazil, Chile, Paraguay, Peru, and Uruguay—the seasons are the reverse of those in the United States, and the academic year therefore runs from March (or April) to November (or December). In countries north of the equator, the academic calendars are adjusted not only to seasonal but to climatic differences as well—often within the same country. Thus, most Ecuadorian institutions operate from October to June, but the university in the port city of Guayaquil opens in May and closes in December. In Colombia, most universities operate from February to November, but the two universities in the southeast (Cauca and Nariño) open in October and close in June. In Mexico, the institutions in the central and southern highlands run from March to December, while those in the northern and coastal areas run from September to June. In Venezuela and the Caribbean island republics (Cuba, Haiti, and the Dominican Republic), the academic calendar corresponds roughly to that in the United States.



In most Latin American universities, instruction is largely entrusted to practitioners in the various professions and arts who serve as adjunct professors or lecturers. The number of full-time professors is relatively small. Moreover, classes are usually held in the evening, so that both students and teachers may be gainfully employed by day. Finally, for both traditional and economic reasons, instruction is largely by lecture and demonstration, even in the sciences and engineering. Compared to most U.S. institutions, Latin American universities are severely circumscribed in their operations by a shortage of textbooks, laboratories, library facilities, and permanent full-time staff.

With respect to university class attendance, examinations, and degrees, Latin America resembles Europe much more than the United States. Class attendance is optional, and the student's grades typically depend on year-end examinations in each of the subjects for which he has enrolled. In addition, after passing all the courses required by the curriculum and submitting an appropriate thesis, the student must take a comprehensive examination for his degree administered by a specially appointed board of examiners or "jury." The degree examination may be written, oral, or practical, and covers not only the candidate's professional competence but the content and conclusions of his thesis. Noteworthy in this connection is the fact that the thesis requirement in Latin American universities is practically universal for all university-level degrees, and is not confined to postgraduate degrees alone.

The degree most commonly granted by Latin American universities is the *licenciado*. (In Brazil, this degree is known as the *bacharel*, and in Peru as the *bachiller*.)<sup>\*</sup> On the average, it takes five years to complete this degree. In most countries, the holders of the *licenciado* may obtain a doctorate upon presentation of a thesis and examination. In a few instances, one or two years of postgraduate study are required for the doctorate, and at least one institution (National University of Mexico) has introduced an intermediate degree of *maestro* between the *licenciado* and the doctorate.

Needless to say, there are exceptions to these generalizations. In a few countries and a few fields (particularly law), the only degree conferred is the doctorate, in which case it is equivalent to the *licenciado*. In many countries, the degree of *maestro* is an undergraduate degree in education equivalent to the *licenciado*. Some institutions, instead of conferring the

<sup>\*</sup> In most Latin American countries, the *bachiller* is a secondary school diploma roughly analogous to the French *baccalaureat* and the German *Abitur*. The two exceptions are Brazil and Peru, where the *baccalaureate* is a university-level degree. In these countries the secondary school diplomas are known as the *certificado de curso secundário* and the *certificado oficial de educación secundaria*, respectively.

*licenciado* or doctorate, award a professional title, such as engineer, agronomist, or architect. Finally, many Latin American universities also operate schools which are below university rank and which grant the degree of *bachiller*. The *bachiller* granted by these schools is no more than a high school diploma—even though it bears the imprint of a university—and is not to be confused with the *licenciado* or the U.S. bachelor's degree.

To be admitted as a regular degree candidate to a Latin American university, the student from the United States must meet the same requirements as the high school graduates of the country concerned. And this is not always easy, because Latin American high schools generally have more stringent curricula—including, for example, at least three (and more often five) years each of natural science, social science, mathematics, foreign languages, as well as elements of astronomy, geology, and mineralogy, philosophy, ancient and medieval history, and national and world history. This means that before being admitted to degree candidacy, the U.S. applicant is frequently required to complete special courses or examinations, or both, in subjects included in the national secondary curriculum but not even given in U.S. high schools.

The U.S. student who wants to transfer to a Latin American university after two or three years of college encounters similar complications. Since most of the courses he has taken as an undergraduate are "cultural" or "liberal arts" background courses, rather than the specialized professional courses offered in Latin American universities, he is not likely to receive many credits for past work or be accorded very advanced standing.

The U.S. student may, therefore, be well advised to take one of the following alternatives. He may enroll as a special student, and attend selected courses in the hope of transferring the credits so earned to his home university, thus continuing normal progress toward his U.S. degree. (This may be especially advantageous to the undergraduate specializing in Latin American area studies.) Or, the student may wait until he has completed his undergraduate degree and then enroll in a Latin American university for graduate work. In this case, he will find that Latin American universities will usually accept the U.S. bachelor's degree as a prerequisite for admission to their own graduate program.

In any event, the importance of having a firm command of the national language cannot be overemphasized—Portuguese in Brazil, French in Haiti, and Spanish in the remainder of Latin America. In many universities, knowledge of the national language has been formally established as a prerequisite to the admission of foreign students, who are required to pass a proficiency examination in the language before being admitted. Since lectures are adapted to the linguistic abilities of native

speakers, a good command of the language is indispensable for successful study.

Fees charged by Latin American universities—though they vary among countries and among institutions—are in the main nominal. (The University of the Republic, Montevideo, Uruguay, not atypical, charges no tuition at all.) Occasionally foreign students are required to pay higher tuition, somewhat like the out-of-state fees charged by our own state universities. Rarely are dormitory facilities maintained by the university; and, where they exist at all, they are generally reserved for out-of-town students who are citizens of the country in question. Typically, Latin American university students live in private homes or boarding houses, and must find such accommodations with little or no help from the university. Living costs, with the exception of a few countries, are noticeably lower than in the United States. For more precise information on costs in particular Latin American countries, consult the pamphlets in the American Republics Series, available from the Office of Publications Services, Pan American Union, Washington 6, D.C., for 25 cents each.

Specific information on university education in Latin America can be obtained from the Documentation and Information Service, Division of Education, Pan American Union, Washington 6, D.C., which maintains an exhaustive documentation file and serves as a clearing house for detailed information on Latin American universities. This office will answer specific inquiries concerning particular countries, universities, courses of study, admission requirements, degrees offered, etc. Inquiries should specify the field of study in which the student is interested, his academic level, the fields in which he is interested, and the country in which he plans to study.

Information on financial aid may be obtained from the Exchange of Persons Service, Department of Technical Cooperation, Pan American Union, Washington 6, D.C., which publishes two bulletins on the subject. The first, *Fellowships and Loans of the Organization of American States for Study Abroad*, issued yearly and available free of charge, lists and describes all financial assistance available from the Organization of American States. The second, *Exchange of Persons*, issued twice a year and available for 25 cents, contains news notes and descriptions of scholarships offered by public and private organizations for the inter-American exchange of persons.

## CANADA

Although university education in Canada dates back to the founding of the University of King's College, Nova Scotia, in 1789, most Canadian

universities were established during the 19th century. In western Canada, university development has taken place almost entirely during the 20th century.

In Canada, as in the United States, the term "university" is used rather loosely. It may be applied to small undergraduate colleges with fewer than 300 students, or to large and complex organizations like Toronto (which includes both federated universities and affiliated colleges) and Laval (which includes 49 affiliated institutions). In general, however, Canadian universities fall into three categories. First, there are institutions legally controlled by or connected with a religious group, such as Laval and Montreal (Roman Catholic), King's and Bishop's (Church of England), and Mount Allison (United Church of Canada). Second, there are essentially provincial universities with varying degrees of state control, such as New Brunswick, Toronto, and Alberta; these are roughly analogous to our state universities. Third, there are independent institutions supported by endowments and gifts, usually with some additional government aid, such as McGill, Queen's, and Sir George Williams.

While higher education in Canada has developed a pattern and character of its own, it has nevertheless been influenced strongly by the French, British, and U.S. systems. In the French-speaking provinces, university education is a replica of the French model; the universities offer the typical French degrees of *licence* and *doctorat*. The British influence can be seen in the collection of "colleges" within the same university, and the provision for specialized undergraduate study leading to the "honors" degree (in most cases requiring superior grades and an extra year of study). The United States influence explains the existence of private, semi-private, and state universities, and the development of graduate schools. In Canada as in the United States, education is not the federal government's responsibility, and there is no centralized Ministry of Education exercising control over Canadian higher education.

The names and locations of Canadian universities are as follows:

- Acadia (Wolfville, Nova Scotia)
- Alberta (Edmonton, Alberta)
- Assumption (Windsor, Ontario)
- Bishop's (Lennoxville, Quebec)
- Brandon College (Brandon, Manitoba)
- British Columbia (Vancouver, British Columbia)
- Carleton (Ottawa, Ontario)
- Dalhousie (Halifax, Nova Scotia)
- University of King's College (Halifax, Nova Scotia)
- Laval (Quebec, Quebec)



Laurentian (at Huntington, Lalemant, and Sudbury, Ontario)  
McGill (Montreal, Quebec)  
McMaster (Hamilton, Ontario)  
Manitoba (Winnipeg, Manitoba)  
Memorial University of Newfoundland (St. John's, Newfoundland)  
Montreal (Montreal, Quebec)  
Mount Allison (Sackville, New Brunswick)  
Mount St. Vincent College (Halifax, Nova Scotia)  
New Brunswick (Fredericton, New Brunswick)  
Nova Scotia Agricultural College (Truro, Nova Scotia)  
Nova Scotia Technical College (Halifax, Nova Scotia)  
Ontario Agricultural College (Guelph, Ontario)  
Ottawa (Ottawa, Ontario)  
Queen's (Kingston, Ontario)  
Collège Ste. Anne (Church Point, Nova Scotia)  
St. Dunstan's College (Charlottetown, Prince Edward Island)  
St. Francis Xavier (Antigonish, Nova Scotia)  
St. Joseph's (St. Joseph, New Brunswick)  
St. Mary's (Halifax, Nova Scotia)  
St. Thomas College (Chatham, New Brunswick)  
Saskatchewan (Saskatoon, Saskatchewan)  
Sherbrooke (Sherbrooke, Quebec)  
Sir George Williams College (Montreal, Quebec)  
Toronto (Toronto, Ontario)  
Western Ontario (London, Ontario)

In addition, the following institutions are federated with the University of Toronto: St. Michael's College, University of Trinity College, and Victoria University. Finally, there is York University which is affiliated with, and whose degrees are granted by, the University of Toronto.

The major degrees granted in the English-speaking universities generally follow the British pattern (see United Kingdom). In the French-speaking universities, the major degrees are the *licence* and the *doctorat* (see France).

The academic year runs from September to May, and students are admitted only in the fall.

The language of instruction varies from university to university. In most the official language is English; but at Laval, Sherbrooke, and Montreal, it is French; and at Ottawa, Collège Ste. Anne, and St. Joseph's, both English and French.

To be admitted, the student should write directly to the registrar of the university of his choice. The admissions procedure is roughly the same as in the United States. Tuition fees vary from about \$150 to \$300 per year,

depending on the university and the course of study. (In law and medicine, tuition is higher.) Housing at many universities is provided in residence halls. The cost of living is approximately the same as in the United States.

## ICELAND

Higher education in Iceland is, for the most part, patterned after the Danish system. The University of Iceland, located in Reykjavik and founded in 1911, includes the usual faculties (departments): theology, medicine, law and economics, and philosophy, and a faculty of engineering. The university also maintains research laboratories in veterinary medicine, bacteriology and pathology, and in subjects related to Icelandic industries. Each of the faculties grants a "candidate's degree" (see Denmark) which requires from five to eight years of study, depending on the field.

Tuition at the university is free, and only nominal registration and examination fees are imposed. Students may enroll for either the fall semester (mid-September to the end of January) or the spring semester (early February to mid-June). Academic and personal questions about study in Iceland should be directed to the Students' Information Bureau at the University in Reykjavik. A word of caution: all instruction is in Icelandic.

## ISRAEL

Higher education in Israel is a mixture of the British and American systems. For the most part, the universities are private establishments deriving their income from tuition, endowments, and contributions (both local and foreign). In recent years, however, the central government has supported the construction of university buildings with substantial grants from the Ministry of Education and Culture, and the city of Tel Aviv has founded a municipal university. In spite of this aid from the state, the universities are autonomous—being governed by boards of trustees composed of laymen (many of whom are leaders in the Jewish community abroad) and by academic councils composed of members elected by the faculty. There is no centralized authority controlling higher education.

The Hebrew University of Jerusalem, opened in 1925 and formerly located on Mount Scopus (where 18 centuries before, Titus commanded the Roman hordes sacking the Holy City), offers undergraduate and graduate work in science, social sciences, humanities, medicine, law, and

agriculture. After the partition of Jerusalem in 1948, the university had to be moved from Mount Scopus, and is now reestablished on its new central campus at Givat Ram. The university offers a special one-year course for American students at both the graduate and undergraduate level.

The Technion, located on the slopes of Mount Carmel near Haifa and overlooking the Mediterranean, is an institute of technology patterned after the German *Technische Hochschulen*. It specializes in all branches of engineering, but also has faculties of science, architecture, and humanities.

Bar-Ilan University, founded in 1955 and located at Ramat Gan, is patterned after American universities. However, it has a religious orientation, seeking to achieve a synthesis between general and social knowledge, science and faith. The university has four departments—Jewish studies, humanities and social sciences, languages and literature, and natural sciences and mathematics. Every student is required, regardless of his field of specialization, to take courses in the Jewish studies division. Since the university has as a special aim the promotion of closer ties between Jewish youth abroad and the state of Israel, many scholarships are offered—including some for students at the Teachers Institute of Yeshiva University in New York.

The Municipal University of Tel Aviv, located in Israel's most modern city, has faculties of economics, law, business administration and accounting, and political science. About 90 percent of its students have full-time or part-time jobs, and are enrolled in afternoon or evening courses.

The Weizmann Institute of Science at Rehovot is primarily devoted to postgraduate and postdoctoral research in applied mathematics, nuclear physics, electronics, X-Ray crystallography, isotopes, polymers, biophysics, organic chemistry, and experimental biology. The Institute also offers courses leading to the doctorate in these fields.

The academic year runs from late October to July, and the language of instruction is Hebrew.

The major university degrees in Israel are the bachelor's, the master's, and the doctorate. The bachelor's degree requires at least three years of work (four at the Technion), the master's an additional one or two years, and the doctorate at least two years beyond the master's. The medical degree takes six years, and the degree of *Ingenieur* (engineer) a year of professional experience and the completion of a project after the bachelor's degree.

To be admitted, the student should contact the Registrar of the university in question. Applications for the special one-year course for American students at the Hebrew University should be sent to American

Friends of the Hebrew University, 11 East 69th Street, New York 21, N. Y.

Tuition at most Israeli universities is about \$225 per year, and the cost of living approximately \$125 per month. The Hebrew University, Bar-Ilan, and the Technion can accommodate some students in dormitories; but most students must make their own arrangements for housing off campus.



### CHAPTER 3: *Regular Academic-Year Sessions*

*The tutorial system . . . special programs for Americans offered by foreign universities (some good, some bad) . . . special programs abroad offered by American universities (some good, some bad) . . . annual fellowship and scholarship programs . . . inter-university exchanges . . . Junior Year Abroad arrangements (including a special look at Sweet Briar's Junior Year in France) . . . overseas branches of American universities.*

JOHN SMITH enters the hall and slips shyly into an aisle seat. He opens his new notebook, uncaps his pen, and looks about. The row upon row of banked seats are rapidly filling. There's a hum of conversation, a scraping of chairs, the shuffling of papers. All the sounds are familiar enough, but John is tense with expectation. His first class at a foreign university is about to begin. He is here on his own, for a year.

Suddenly the door opens and the professor enters. Instantly the students leap to their feet. The professor strides to the podium, opens his briefcase, and extracts a sheaf of papers. The students sit again, and are silent. Then the professor clears his throat and begins to read his lecture.

John listens intently, pen poised. The hour passes. The professor gathers his papers, stuffs them back into his briefcase, and marches from the room. Gradually the students collect their belongings and drift out. John remains in his seat, pen in hand. The page before him is blank.

John is no dolt, and his knowledge of the language and the subject is good. But he has gained little or nothing from the lecture. The professor

spoke more rapidly than John had expected he would, and sometimes not as clearly as John would have liked. Furthermore, the subject of his discourse was anything but simple. Time and again John noticed the young local student on his left frowning intently in a concentrated effort to grasp the full meaning of what was being said. After fifteen minutes John had a violent headache. When he did understand a few sentences and tried to note them on his pad, he was dismayed to discover that he could not do so. The moment he attempted to translate the thought into English, he lost the thread of the professor's lecture; and when he picked it up again he then couldn't remember just what he'd wanted to record. It was, all in all, a harrowing experience. As he left the hall, John wished he had never decided to study abroad.

John Smith is an imaginary character. You can think of him as a teacher in his fifties, seeking a master's degree, or as a twenty-year-old undergraduate. You can consider him an American in Paris or in Bonn. No matter—thousands of students and scholars abroad go through experiences somewhat like his. Those who are persistent enough, intelligent enough, and proficient enough in the second language may sooner or later reach the point where they can understand and profit from regular university classes. John Smith's ear will very likely become accustomed to the speed, accent and inflection of native speech; he will probably master the special vocabularies of various subjects in a few weeks. He may quickly find the knack of taking notes in a foreign language.

Then again—he may not. And therefore, for reasons both good and bad, to be applauded or deplored, there are a fairly wide variety of arrangements whereby an American like John Smith can study abroad.

## A TUTOR MAKES THINGS EASIER

One way—indeed, the very best way—to deal with the problem of language and context is to work with a native tutor who knows the subject and has already attended the course in question. If the student can meet with such a person each week, discuss the lecture, ask questions, and consult about readings in the field, then many handicaps can be overcome. Even a native student would profit from such help, of course, and but for the cost this approach would probably be widely used in all universities of the "European" type.

For Americans, however, the tutorial system has still other important advantages. The tutor can provide background information missing in the usually narrow lectures. He can also test the student periodically, thus establishing a concrete record which the student can show to a university at home in order to get academic credits for his overseas work.

For these reasons, American colleges that operate programs in foreign universities nearly always employ such tutors. Usually the tutor meets with a group rather than with an individual, and then the discussions provide excellent language training as well as a better understanding of the subject matter.

A second arrangement that can be adopted if one wants to study in a foreign university, but is somewhat shaky in the language of the country, is to take part in one of the special programs offered to foreigners by the universities themselves. Usually (not always) these deal only with the local language and culture, and are frequently given at many levels. Some language courses are intended for what the French call *débutants* (beginners); others are designed for high-school language teachers and other specialists who are trying to improve their accents or study the fine points of grammar and phonetics. The instructors, aware that they are working with foreigners, speak slowly and try to use uncomplicated expressions; or they follow a necessarily complex phrase with a simple explanatory one. When a difficult technical term must be used, most will repeat it or write it on the blackboard. They tend to assume less knowledge on their students' part, and to provide more general information in their lectures. Then, too, the student body in these programs can be extremely interesting and stimulating, since students come to them from all over the world. And since most or all are strangers to the host country, they are more likely to seek friends, respond to social advances, and participate in the organized extracurricular activities sometimes added to the schedules. At the same time, these programs are an integral part of the regular educational system, and the student is truly participating in a foreign educational experience.

## THE GOALS MAY BE SET LOWER

It is true that the intellectual level of special university courses for foreigners is seldom as high as that maintained in the regular university offerings. When they deal with students whose understanding of the language is limited, teachers generally tend to lower their sights. In cases where grades are awarded, examiners perhaps too readily make allowances for inaccurate and ineffectively expressed papers. Entrance requirements are frequently low or even non-existent. Foreign universities simply do not consider elementary or intermediate language instruction to be a legitimate branch of *higher* education, and their attitude toward these language courses is occasionally carried over into others dealing with local history and culture.

If one seeks a pleasant experience coupled with a chance to learn some-

thing about France, say, or Germany, these programs are excellent. But if the object is serious study of anything but language, they should be examined with great caution before a student signs up.

In Paris, for example, the *Cours de Civilisation Française à la Sorbonne* is, as the title suggests, technically part of the Sorbonne, but it is not to be confused with the *Faculté des Lettres* of the Sorbonne which offers courses in parallel subjects. The *Cours* was organized after World War II primarily because Paris was crowded with foreign soldiers who "wanted to pick up a little French culture." It proved an admirable vehicle for accomplishing this worthy purpose, but as an institution of higher education it remains at best second-rate, although some excellent men teach there. It has, as one French official puts it, no connection with (*rien à faire*) with the *Faculté des Lettres*, one of the world's great centers of learning. As one member of the *Faculté* explains: "The work at the *Cours de Civilisation* is far below the level at the University. . . . Frequently the professors lack the advanced degrees required by all the regular universities of France. Generally, they are of lower quality."

Most of these programs, in France and elsewhere, offer certificates to those who fulfill the requirements and attend classes faithfully. But as one American professor told us, "a *certificat de présence* means only, to put it bluntly, that 'Kilroy was here!'" No American student should count on offering such a certificate at his home college as "proof" of credits earned abroad unless his advisors have approved his program in advance.

What psychology would lead so proud a nation as France to sponsor watered-down courses? A somewhat cynical answer is suggested in the following imaginary monologue:

How delightful it is for students from all over the world to study with us here in France! They meet so many interesting people, and surely they learn something about our language and our magnificent culture. But—is it necessary to take them very seriously? (They speak French, if at all, with *such* atrocious accents!) We'll put them in a special course by themselves, and when it is over, if they have attended conscientiously, and perhaps—why not? . . . even if they do not!—we might arrange a *certificat de présence* or a small diploma.

A more affirmative explanation may well be that foreign authorities consider the impact of society upon the visiting student more important than the impact of the classroom. Edouard Morot-Sir of the French Embassy in the United States, in discussing his country's courses for foreigners, points out that students attending them "will return home with new friendships and a broader understanding of the world we live in."



He says nothing about the academic achievements such students are expected to make, and this is perfectly justifiable—so long as the student approaches the program in the same spirit and with the same objectives.

## CUSTOM-TAILORED FOR AMERICANS

Some American college officials, feeling that locally offered programs are unsuited to the needs of their students, have set up special courses of their own overseas. Suppose, for example, that a college wants to send a group of its junior-year Spanish majors to Spain. What an opportunity, the American college authorities reason, to speed the development of aural comprehension and oral facility! And how wonderful for their undergraduates to be able to study Spanish history on the soil where it was made, to learn to appreciate Spanish art by working in the Prado, repository of the greatest collection of Spanish masterpieces in the world! But the regular students at the University of Madrid naturally need no junior-year courses in their own language, and they mastered the fundamentals of their own history and culture back in secondary school—and consequently the University of Madrid quite logically does not offer language courses or “survey” courses in Spanish history, literature, or art in its regular program. Americans, therefore, rent classroom space in the city and seek out qualified Spanish instructors willing to teach the courses they feel are needed. These special classes are taught in Spanish, but in the American manner. There is usually some discussion; the students write reports and term papers; and regular examinations are given.

There are many important advantages to this type of instruction for American students abroad. The teacher is native to the country, and is very likely able to impart the subtle quality of his particular culture even when teaching by “American” methods. He speaks clearly and slowly, always on the lookout for the frowns that indicate a lack of understanding, and yet his accent is authentic and his language idiomatic. Ideally, the student gets a type of instruction that combines the magisterial approach of the foreign professor with the intimacy and informality of the American. The home college has general control over subject matter (which need not be confined to language) and academic standards. It can state with some confidence that a student completing a course has earned a certain number of credits with a particular grade. The student gains the benefits of living and working in a foreign land, of being taught by native instructors, with a minimum of disruption to his established study habits.

But this type of arrangement has certain weaknesses, too. The situation, to begin with, is artificial. Most students who go abroad want to study

under actual foreign conditions, not in a special "hothouse" environment. Often foreign educators and students either look down on these programs or are insulted by the idea that their own institutions are not considered suitable for visitors. (Imagine how Americans would feel if a group of Swedish students suddenly arrived at Cambridge and tried to hire a Harvard professor to give them a course—according to their own specifications—in American history!) And so it is sometimes difficult to get qualified people to teach these courses in the "proper" manner; and further, because they themselves never experienced the kind of instruction expected, many foreign teachers simply deliver their regular lectures to the group. Others have great difficulty in fixing upon the level at which the courses should be pitched.

Finally, these special classes tend to isolate the American students from local university life, herding them together, whereas to achieve maximum benefits from their foreign experience they ought to be kept apart from each other, thrown on their own, encouraged to make contacts with local people. Fortunately the sponsors of these programs are aware of this danger, and they try, often with a considerable degree of success, to compensate for it.

## ALL YOU NEED KNOW IS YOUR OWN LANGUAGE

All the aforementioned educational plans employ native instructors teaching in the language of the country, but of late there has been an increasing movement to develop classes in foreign countries in which the instruction is in English. At present such classes are offered in France, Germany, Italy, Spain, Mexico, Holland, Denmark, Norway, Sweden, Japan, and perhaps several other nations.

Much can be said in behalf of this idea. After all, thousands of American college students have not studied a modern foreign language, while others have had only a smattering of training. Some know how to *read* a second language, but have difficulty in speaking it or comprehending it outside the classroom. Yet all may want the experience of living and studying in a foreign environment, and certainly they can profit from doing so, although generally not as much as those who understand the local tongue.

In a few cases, chiefly in the Low Countries and Scandinavia (where most educated people know English), the academic authorities regularly offer foreigners programs delivered in the English language. These usually deal with national history and culture, and are combined with intensive work in the local language. The method of instruction is that of the host country, which usually means large lectures except in language classes.

Other programs have been constructed on what we might call the "American plan," where a foreign, English-speaking faculty, aided by an occasional visiting American, provides a series of courses complete with discussion groups, examinations, and credits to be taken back home at the end of the year. A few American colleges have even established branches abroad, sending members of their own faculties over to teach courses taken directly from the home college catalogue.

The sponsors of most such programs argue that a student abroad can "absorb" a foreign culture without knowing the language, and that the non-academic benefits of study abroad are in themselves sufficient to justify sending students away from the home campus for extended periods. They also declare persuasively that education is difficult enough when the instructor and pupil understand each other perfectly. How foolish then, they say, to make it still more difficult by placing the barrier of an unfamiliar or imperfectly mastered language between them. The difficulty, of course, is that these programs are quite far removed from the local educational system. "This really isn't the University of Oslo," an American studying in the University of Oslo International Summer School points out—despite the fact that she lives in a university dormitory, eats in the university restaurant, and attends lectures in university buildings.

## THE WHOLE SPECTRUM—TAKE YOUR CHOICE

To choose from among these different plans, each with its own strengths and weaknesses, the prospective student must consider both his needs and his abilities. The closer his foreign educational experience approximates that of regular university students in the country he is visiting, the nearer he will come to knowing that country, its people, and its educational philosophy. The closer his training approximates that provided in America, the easier the transition and the greater the assurance that his progress toward an American degree will be maintained. Phrased negatively, the foreign university is hard to adjust to, but the American-type program is potentially less rewarding. For most American students, the best solution can only be determined after a careful weighing of alternatives and by reconciling contradictory aims. There is, in other words, no one best way for all who wish to study abroad.

Educators, recognizing this truth, have established many kinds of special programs employing these various arrangements in different combinations. Let us look at the most common types—other than enrollment as a regular student at a foreign university—that are currently available to Americans.

1) *Annual Fellowship and Scholarship Programs.* These, of which the Fulbright and Rhodes scholarships may be considered typical, are usually

for graduate students and will be dealt with only briefly in these pages. Participants either enroll in foreign universities or study abroad independently. The students are invited (or at least expected), and can therefore count on some organized effort being made to ease their adjustment to the foreign environment. As we shall see, there are organizations everywhere eager to provide aid and comfort to Americans studying abroad independently. The independent student must seek this help out for himself; scholarship and fellowship winners have it thrust upon them. This, however, is the only special advantage for such students.

2) *Inter-university Exchanges*. A large number of American colleges and universities maintain ties with "sister" institutions overseas. Students from American university X go to foreign university Y; and in turn, students from Y come to X, in each case usually for one academic year. Without exception these programs operate on a very small scale, generally with only one American and one foreign student a year exchanged. Seldom are more than five or six students involved at one time.

Although they are expected to attend the regular university lectures, American students in these exchanges benefit from a certain amount of special attention. Often, highly-prized space is found for them in student dormitories, thus providing clean and economical quarters and the chance to get to know other students easily and naturally. At least one local professor or administrator will be cognizant of their existence, and perhaps offer friendship and guidance. And usually the home university assures the student in advance that his work abroad will be counted toward his American degree, although, as one American administrator admits, this is frequently done "pretty much on faith."

If a student knows the language well enough to follow the lectures, this is a magnificent way to study abroad. But although the number is growing, there are not enough of these exchange arrangements to take care of more than a tiny fraction of our students who are interested in participating.

3) *"Junior Year Abroad."* This is the best-known of the overseas programs for undergraduates. It is rather difficult to generalize because there are so many varieties, but all such programs have most of the following characteristics: In September a group, commonly composed of third-year students from one or more institutions, is sent overseas to study in some university city. After an intensive period of language drill, usually lasting about six weeks, academic work is divided between attendance at the regular university lectures and at special classes organized by the sponsor but taught in the local language by native scholars. For each university course attended, the student ordinarily takes an additional hour a week with a native tutor. The special classes are small, and are



conducted in the American manner. While abroad the students live either with private families (this is considered the most desirable arrangement), in student dormitories, or in rooming houses or hotels if no better facilities can be found. Invariably the sponsoring institution assumes responsibility for finding and supervising these housing arrangements, and general direction of the overseas program is in the hands of an American professor, who sometimes has a local assistant.

At the end of the academic year, the student returns home with thirty credits in specific subjects and with grades that are recognized by the sponsoring college and which therefore can be transferred to other American institutions without difficulty. Some academic year programs, however, are managed by organizations other than American institutions of higher learning, and some even have classes conducted in English only. Students who wish to participate in these programs should make sure before doing so that their home institutions will accept the credits thus earned.

### SWEET BRIAR JUNIOR YEAR IN FRANCE

For the benefit of students interested in participating in a junior year group, Professor R. John Matthew, Director of the important Sweet Briar Junior Year in France Program, has prepared for this book the following description of a typical student's experiences in his program:

Upon request for information concerning the Sweet Briar Junior Year in France, the student (who must be enrolled in an accredited four-year college or university) receives a bulletin explaining the program and an application blank. He must execute the application in accordance with instructions as stated therein and must be recommended by the chairman of the French or language department, the chairman of his major department if he is not a French major, and the Dean of his college. A statement that he is in good health and able to carry on an academic program abroad must be submitted by his college or family doctor. The application, accompanied by a transcript of the student's college record through the first semester of his sophomore year, is forwarded to the Virginia office of the Junior Year in France for processing, with a deadline of March 15.

If his application is approved, the student receives notification of his admission into the program as soon as possible thereafter. Upon payment of the initial fee he is sent, in due course throughout the spring and summer, up to sailing date (approximately September 1), a number of information sheets telling about the

group of which he is a member, the preparations he should make before sailing, and giving advice and information on the year abroad. Among these are questions he must answer concerning living arrangements with French families for the year, advice as to securing his passport and visa. A visa is needed in France for all persons who are to remain more than three months.

A few days before sailing, temporary headquarters are set up in New York, where participants and their families may come for last-minute details and information needed for embarking. The day before sailing there is a reception in the headquarters hotel, where participants and parents may meet and become acquainted. The Assistant to the Professor-in-charge meets the students during this period and sails with them. During the crossing she has conferences with every student concerning living arrangements with French families in the provincial city of Tours, to which the students go for the six-weeks preliminary session. Also there are daily orientation meetings for the group on board. The orientation lectures concern all aspects of life in France, and opportunity is given for questions and answers.

Upon arrival in France, students are met by buses and taken to Paris, where they spend the night, stopping on the way for lunch in a restaurant overlooking the Seine river, not far from Rouen, which they visit. After the night in Paris they leave for Tours, stopping for lunch at Chartres, and thus have an opportunity to see the cathedral. In Tours each student is met by some member of his French family who takes him for his first night at what will be home for the next six weeks. The next day a placement test is given to all students in the group, and based on the results of the test, students are placed in more or less homogeneous sections, as far as linguistic ability is concerned. Classes begin the following Monday on an intensive basis and continue for six weeks, involving as many phases of language learning as possible, to enable the student to enter more efficiently the French university system. In Tours, under the academic jurisdiction of the University of Poitiers, the instructors are all native Frenchmen. During the preliminary session, numerous lectures are given concerning contemporary institutions in France. A few excursions are arranged for the group as a whole to visit the chateau country, but, much more important, the students travel about the countryside in small groups of two or three on bicycles, which can be obtained locally.

During this period, the Assistant again meets with every

student to work out living arrangements with French families for the academic year in Paris. Also, the Professor-in-charge, who has met the students on their arrival in France, has a conference in Tours with every student concerning his academic program in Paris. In supervising the preliminary session he has learned a great deal about the students, not only by meeting and talking with them, but by learning about them from their instructors. A fairly complete program of courses is established for each student before he arrives in Paris. Toward the end of the six-weeks period, the students organize a "Fête d'Adieu" for their French families and the local government officials who have had receptions for them during their stay, especially the Mayor of Tours and the provincial governor.

When the six weeks are over, the students leave for Paris, stopping this time at Orleans for lunch. At the Paris headquarters, some member of each French family with which the students will live for the rest of the academic year comes to take them to their Paris homes. The students arrive in Paris in time for the beginning of classes at the University and its many institutes, and for most of them this means the following Monday or Tuesday after arrival, though a few courses may not begin until early in November. Each student's program, tentatively established in Tours, is checked to make sure there are no conflicts as to hours and places of class meetings. Some minor changes may be made at this time in individual student programs due to unforeseen conditions, such as a professor's illness or a change in the scheduling of classes at the university or its affiliated institutes.

At the Paris headquarters, the Professor-in-charge and the Assistant maintain office hours throughout the week for any consultations which may be necessary, both academic and social. The students pursue their courses for the school year, having final examinations, prepared by their professors, at the end of each semester. Since most courses are year courses, the grades at the end of the first semester are temporary, but they do give the student some idea of his standing at that time. The grades received at the end of the year are final and are the grades reported to the student's home college.

Again toward the end of the year, a "Fête d'Adieu" is organized by the students for the Paris families and their friends. During the year the students publish a newspaper, *Transition*, to which various members of the group contribute. This paper serves as

a memento of their year in France and allows for expressions by all on their experiences, opinions, criticisms and appreciations. A few students travel extensively in the summer before the school year begins, but many more remain for extensive travel for the summer after they have finished their studies. Nearly all students travel widely both at Christmas and Easter vacation time. Though the academic year confines them primarily to Tours and Paris in France, the places to which they travel as individual Americans are far-flung and varied. They travel as far north as Sweden and the British Isles, as far south as Italy and Spain, occasionally into North Africa, and as far east as Greece.

Students' majors may range from art to zoology. The following is a sample program, with some brief comments made by the student, who chose courses on the French theatre, French poetry, French philosophy and political science:

"(1) *International Relations Since 1945*. Perhaps the most interesting course at 'Science Po.' The professor is brilliant but difficult to follow; however, he is good, and it is worth all the difficulty involved. A dissertation was required and a final examination each semester.

"(2) *Historical Evolution of the Colonial Policy*. A stimulating course for those who are interested in problems of decolonization. The subject is treated by metropolitan centers and by periods. Two oral dissertations and a final examination each semester.

"(3) *Modern Theatre*. A discussion on the European theatre in general, with special emphasis on the modern French theatre; follows a general plan and involves regular visits to the plays available in Paris. Two or three written dissertations per semester and final examinations. One must read the plays of the authors studied. This course was extremely stimulating and I was never bored.

"(4) *Diderot and Problems of the Theatre*. This course has an interest for those who are concerned with the relationship of theory and practice, a study of three works of Diderot which deal with the problem and a 'rapprochement' of these ideas with the theatre in general. A knowledge of the works of Diderot is required, as well as the movements of the century. A dissertation and a final exam each semester.

"(5) *Voltaire*—a rather profound study of *Micromégas*, *Candide*, and *l'Ingénu*, more a study of the key-ideas of the author.



Two-thirds of the lectures were explanations of the text, style, etc., but one-third covered the philosophical content. The professor was most exacting.

"(6) *Paul Claudel* (The Five Great Odes). The odes were examined especially from the point of view of the author as a man; a course outside the ordinary and very well done. One must know the main works of Claudel to follow the course. A dissertation and final examination each semester."

Though this program, chosen by a student from the Middle West, is a heavy one and probably involves credits which the student may not need, it does show the possibilities that are open to a student if he is willing to meet the challenge offered him in a junior-year-abroad program. To sum up the experience of the year spent in study abroad, there is no better conclusion than that written by a former participant for the December 1951 issue of *Transition*: "Our junior year in France is not simply a transition. It is a symphony of transitions. It is the conscious evolution from the status of the college student to the role of the adult, constantly aware of his responsibilities to himself and to the society in which he lives. It is the bridge which will forever cross the gap between our thinking in terms of the American people and our thinking of humanity as a whole. It is a panorama of unforgettable impressions which will henceforth be our frame of reference for seeing ourselves and the world. It is our debut into international understanding and appreciation. It is our coming of age."

4) *Overseas Branches*. This is a new and still relatively uncommon development in overseas education. Students at the sophomore or junior level are sent to a foreign country with one or more instructors from the sponsoring college. Language requirements are minimal or non-existent, although an intensive course in the language of the country (given by native teachers) is generally a required part of the curriculum. Students remain abroad for one semester (sometimes longer) and return with a semester's credit in regular American courses easily transferable to other institutions. While abroad the students either live in a group by themselves or in the homes of local families, such arrangements being made by the sponsoring authorities. Because of the expense of transporting and maintaining American professors abroad, the curricula of such branches offer relatively little choice.

The "branch" concept has also led to the development of a few educa-

tional institutions abroad (such as the Institute for American Universities at Aix-en-Provence) that provide "American type" college classes but which are not connected with any institution of higher learning in the United States. Generally, most of the classes in these schools are taught in English, but the opportunity to attend regular university classes is available to those who have the necessary mastery of the native tongue. Since the standards of such institutions are more difficult to evaluate than those of regular college overseas branches, the student ought to make sure before enrolling that credits here earned will be honored on his home campus.

The line between the overseas branch and the academic year or junior year program is becoming increasingly blurred. There are junior year programs without language requirements and branch programs that use foreign teachers lecturing in English. But as a rule the junior year is oriented toward language proficiency and analysis of the culture of the region, while the branch stresses general education.

A final word about the different kinds of programs of foreign study seems now in order. The prospective student should view both himself and the programs realistically. He should not set for himself a task beyond his powers. For example, unless an undergraduate is thoroughly grounded in the necessary foreign language, has at least a B-plus general average, and knows exactly what he wants to study, he should not attempt to work unaided in most foreign universities. On the other hand, no student will achieve maximum benefit from his time abroad if he does not pursue a program that challenges his best abilities. Even a fair-to-middling scholar who has taken the equivalent of two years of a foreign language at the college level would be foolish to enroll in *any* English language program if a comparable foreign language program existed. The foreign study field covers such a broad canvas that it is up to each student, with the help of whatever assistance he can get from this book, from his academic advisers and from other sources, to decide for himself where he best fits into the picture.

## CHAPTER 4: *146 Typical Programs in Detail*

*Details of a wide variety of major academic year programs in 26 nations of Europe, Latin America, the Near and Far East . . . some for undergraduates only, others for scholars and specialists only, and some open to all . . . pre-college schools in Europe and Asia.*

THE FOLLOWING listing of programs especially designed for foreign students is far from complete. We have not attempted to include those in countries behind the Iron Curtain, although many exist and an occasional American student attends a number of them. Furthermore, the field of overseas education is growing so rapidly that we have undoubtedly missed a number of programs even in the countries we have covered. As these are called to our attention, and as new programs are created, we shall collect information about them for future editions of this book. The best source for up-to-the-minute information about new programs is the Institute of International Education, 800 Second Ave., New York, N. Y.

### EUROPE

#### ADELPHI COLLEGE EDUCATION ABROAD

A program for prospective teachers, required of all seniors at Adelphi. Students spend a summer as a group touring Europe and attending short courses. Then, as individuals, they attend classes at centers in countries of their choice for one semester. They live in dormitories and furnished rooms, and earn from 15 to 23 credits. Cost: about \$1550. For information write: Mrs. Ruth Muller, Adelphi College, Garden City, L. I., N. Y.

**ANTIOCH COLLEGE EDUCATION ABROAD**

A program of work, study, and travel in foreign countries open only to Antioch students. Participants study in centers in France, Germany, or Mexico, or independently in other countries, and engage in various work projects. They live with families or in dormitories, and earn a year's credit. Cost: about \$1300, inclusive. For information write: Professor Esther A. Oldt, Antioch College, Yellow Springs, Ohio.

**BELOIT COLLEGE OVERSEAS STUDY SEMINARS**

A program of area studies in various centers for Beloit students. Following a three-week briefing on campus, the group goes to the region to be studied, under the direction of a Beloit professor. Examinations are given after their return to the campus at the end of the semester, and written reports must be submitted. Students earn 15 credits. Cost: regular Beloit fees plus transatlantic transportation. For information write: Dean Ivan M. Stone, Beloit College, Beloit, Wisconsin. Beloit students may also study independently at various European universities.

**BOSTON COLLEGE HONORS PROGRAM ABROAD**

This program of independent study at various European centers is open only to Boston College juniors with a B+ average and appropriate language facility. Students live in rooms or dormitories and attend regular university classes in subjects of their major interest. Periodic reports are returned to Boston College for evaluation. The students generally remain abroad for 10-12 months and earn 30 credits. Cost: about \$2200-2700. For information write: Rev. J. D. Gauthier, S.J., Boston College, Chestnut Hill 67, Massachusetts.

**CARLETON COLLEGE SEMESTER IN EUROPE**

A program of independent study in various countries, open only to students of Carleton College. Students must be juniors or seniors with a C+ average or better, and a good knowledge of the language of the country in which they intend to study. They live with families and study in their major fields. Cost: regular Carleton fees. For information write: Dr. Scott Elledge, Dept. of English, Carleton College, Northfield, Minnesota.

**CHICO STATE COLLEGE STUDY YEAR IN EUROPE**

This program involves study and touring in most of the major European countries, and is open to juniors and seniors with a C+ or better average. Cost: about \$2000. A maximum of 34 credits may be earned. For information write: Lew D. Oliver, Coordinator of Studies in Europe, Chico State College, Chico, California.



**DE PAUW UNIVERSITY JUNIOR YEAR IN EUROPE**

A program of independent study at various universities, open only to De Pauw juniors with a B— average or better, and 16 credits in the appropriate language. Students live in dormitories or furnished rooms, or with families, and attend regular university classes. A maximum of 30 credits may be earned. Cost: no more than normal costs at De Pauw. For information write: Dr. G. H. Grueninger, Adviser to Foreign Students, De Pauw University, Greencastle, Indiana.

**ELMIRA COLLEGE JUNIOR YEAR IN EUROPE**

This is a program for Elmira juniors with a B average or better, and two years of the appropriate language. Students attend regular classes in their major fields at various universities, and live with local families. They receive 32 credits. Cost: about \$2100. For information write: Dr. Rex Criminale, Director of the Junior Year Abroad Program, Elmira College, Elmira, N. Y.

**LAKE ERIE WINTER TERM ABROAD**

This is a program for all Lake Erie juniors. Students spend the winter term attending special classes at various universities and doing research for a study project. Except in Denmark and Holland, knowledge of the appropriate language is required. Students live with families and receive 10 credits. Cost: regular Lake Erie fees. For information write: Dr. C. Townshend Ruddick, Secretary, Lake Erie College, Painesville, Ohio.

**PRINCIPIA COLLEGE ABROAD—STUDY TOUR**

A fall quarter program open to Principia juniors and seniors with a C average or better. There are no language requirements. After a summer reading course, the students spend about three months either on the continent (in odd-numbered years) or in England (even-numbered years). When in England they attend one special course at the University of London, and do research for an extended paper. When on the continent they study art while traveling through Greece, Italy, France, and Switzerland. In each case, they earn credit for three courses. Cost: about \$2000. For information write: Dr. C. Theodore Haupt, Chairman, School of Nations, The Principia College, Elmhurst, Illinois.

**A U S T R I A****INSTITUTE OF EUROPEAN STUDIES EUROPEAN YEAR**

This is a program open to sophomores and juniors of all colleges with a C+ average or better. After assembling in New York, students engage in a three-week field trip en route to Vienna. In Vienna special classes are

conducted in English at the Institute, which is attached to the University of Vienna. Those who understand German may attend regular university lectures. Students may enroll for the entire academic year, or for the spring semester. Additional field trips are made to Italy and Spain during vacations. Students live in furnished rooms or with families but eat at the Institute. A maximum of 30 credits may be earned. Cost: about \$2200. For information write: Student Services, Institute of European Studies, 35 East Wacker Dr., Chicago, Illinois.

#### OBERLIN IN SALZBURG

A junior-year-abroad program for students of the Oberlin Conservatory of Music. Members study at the Mozarteum at Salzburg. The program is open only to Oberlin students and is compulsory for Oberlin music majors. There are no language requirements. Students live in hotels, and earn 30 credits. Cost: about \$2050. For information write: Professor David Robertson, Oberlin College, Oberlin, Ohio.

#### UNIVERSITY OF REDLANDS SEMESTER AT SALZBURG

This program is open only to sophomores, juniors, and seniors at Redlands. Students must have a C average or better and one year of German. The program combines periods of study at Salzburg with extensive tours of Europe. Students take courses in German and general studies, plus one other subject, taught in English. They live in a hotel and earn 15 credits. Cost: about \$1500. For information write: President George H. Armacost, University of Redlands, Redlands, California.

### BELGIUM

#### FORDHAM COLLEGE JUNIOR YEAR IN BELGIUM

This program of independent study at the University of Louvain is for students in the Fordham Honors Program with a B+ average or better and some knowledge of French. Students live in rooms or dormitories and attend regular university classes in subjects of their major interest. Generally, they remain abroad for 15 months and earn 30 credits. Cost: about \$2000. For information write: Rev. Joseph R. Frese, S.J., Fordham University, Bronx, N. Y.

### DENMARK

#### DANISH GRADUATE SCHOOL FOR FOREIGN STUDENTS, COPENHAGEN

A program of graduate study in politics, social science, and education held in English. Special classes in elementary Danish are given, and

participation in the summer Danish course of the Committee for the Propagation of Knowledge about Denmark Abroad is encouraged. The academic year runs from September to the end of May. Grades, useful in obtaining credit at U.S. universities, are available. Cost: tuition about \$220, room and board about \$70 per month. For information write: Danish Graduate School for Foreign Students, University of Copenhagen, Studiestræde 6, Copenhagen K, Denmark.

#### EARLHAM COLLEGE PROGRAM IN DENMARK

This is a program open to students of all colleges with a C average or better. There is no language requirement. Students attend special classes at the University of Copenhagen during the spring semester, live with families and earn approximately one semester's credits (15 points). For information write: Dr. Allen H. Hole, Chairman, Foreign Studies Program, Earlham College, Richmond, Indiana.

#### SCANDINAVIAN SEMINAR IN DENMARK

This program is open to all juniors, seniors, and graduate students. Teachers interested in foreign education, as well as other professionals, may participate. There are no specific language or entrance requirements. Students attend special courses in Danish language and culture, interspersed with periods of residence with Danish families. From November to April they live and study at a folk high school. Cost: about \$1500 plus return transportation. For information write: Mr. Aage R. Neilson, Director, Scandinavian Seminar, 127 E. 73 Street, New York, N. Y.

#### WHITTIER COLLEGE IN COPENHAGEN

This is a fall semester program conducted in English and open to sophomores, juniors, and seniors of Whittier, although others are also accepted. Special classes are conducted by the Director, a Whittier professor, and by members of the staff of the University of Copenhagen in European and Scandinavian political science, economics, and culture. Study projects and field trips are included in the curriculum. To qualify, students must have a B average or better. Students live in boarding houses and earn 15 credits. Cost: about \$1500. For information write: Dean Harold F. Spencer, Whittier College, Whittier, California.

## FRANCE

#### ACADEMIC YEAR ABROAD

This organization offers individually tailored programs for three types of students: 1) High school graduates who wish an additional year of

preparation before beginning college. 2) Girls who do not plan to continue with their formal education, but wish to spend a year studying abroad. 3) College students who want to earn credit studying abroad. For this group the organization undertakes to work out the details of obtaining credits with the appropriate home college. Students attend classes at various centers in Paris offering programs for foreign students. They live with families. Much stress is placed both upon integrating the students into the community and on careful supervision of their activities. The cost, including three extensive field trips during vacation periods, is about \$3,800. For information write: Stetson Holmes, Director, Academic Year Abroad, Inc., 48 Faubourg St.-Honoré, Paris 8, France.

#### AIX-MARSEILLE INSTITUTE OF FRENCH STUDIES FOR FOREIGN STUDENTS

This program of lectures and practical exercises in French language and civilization is open to American juniors with a good knowledge of French. A two-semester program running from November to June, and leading to a Diploma in French Language and Letters, is awarded after an examination. Cost: about \$50, plus maintenance (average, \$140 per month). For information write: M. le Doyen E. Gros, Institut d'Etudes Françaises pour Etudiants Etrangers, 23 rue Gaston-de-Saporta, Aix-en-Provence, France. For housing, write: Comité d'Accueil pour Etudiants Etrangers, 23 rue Gaston-de-Saporta, Aix-en-Provence, France.

#### AIX-MARSEILLE MEDITERRANEAN CENTER AT NICE—FRENCH COURSE FOR FOREIGNERS

This series of French language courses is offered at various levels, open to anyone 16 years of age or older. Advanced courses in French language and civilization, and in various other modern languages are open to juniors. Various diplomas and certificates are offered. Cost: \$27-33 per semester, plus maintenance (about \$140 per month). Program runs from early November to the end of May. For information write: Secrétariat du Centre Universitaire Méditerranéen, 65, Promenade des Anglais, Nice, France. For housing write: Comité d'Accueil pour Etudiants Etrangers, Centre Niçois des Oeuvres Universitaires, 18 avenue des Fleurs, Nice, France.

#### AIX-MARSEILLE MEDITERRANEAN CENTER AT NICE—COURSE FOR TEACHERS

This program in French language, literature, and civilization, especially for future teachers of French, is open to American juniors. A diploma may be obtained at the end of two semesters, running from November to the end of May. Cost: \$33 per semester, plus maintenance (about \$140 a



month). For information write: Secrétariat du Centre Universitaire Méditerranéen, 65 promenade des Anglais, Nice, France. For housing write: Comité d'Accueil pour Etudiants Etrangers, Centre Niçois des Oeuvres Universitaires, 18 avenue des Fleurs, Nice, France.

#### AMERICAN COLLEGE OF PARIS

This two-year institution is intended primarily for Americans who have graduated from English-language high schools in Europe and who wish to continue an American-type education in Europe. Classes in liberal arts subjects are taught by American professors using American methods. Academic credit, suitable for transfer to American colleges, may be earned. Students live with families or at French university dormitories. Tuition is about \$550. For information write: American College, 65 quai D'Orsay, Paris, France.

#### BESANÇON INSTITUTE OF FRENCH LANGUAGE AND CIVILIZATION

A program of lectures, seminars, and practical exercises in French language and civilization, political science and economics. Certificates and diplomas are awarded after examination. A good knowledge of French is required. This is a two-semester program running from November until late June. There is also a one-semester course in French pronunciation at various levels of difficulty which makes extensive use of the Besançon language laboratory. Cost: about \$30 per semester (\$40 for political science and economics), plus maintenance (about \$140 a month). For information write: M. le Secrétaire, Institut de Langue et Civilisation Françaises, 30 rue Mégevand, Besançon, France. For housing, write: Service d'Accueil pour Etudiants Etrangers, same address.

#### BORDEAUX CENTER OF FRENCH STUDIES FOR FOREIGN STUDENTS

This program of intensive language study is open to students, 17 years of age or older, with a very good knowledge of French. In addition to special language classes, students may attend regular lectures at the university. Various certificates and degrees are awarded, including a Diploma in University Studies, granted after examination to students attending 14 hours per week of university lectures. Cost: about \$15 per semester, plus maintenance (about \$140 a month). There are two semesters, running from mid-October to the end of May. For information write: Monsieur J. Colomès, Secrétaire du Comité de Patronage des Etudiants, 20 cours Pasteur, Bordeaux, France. For housing write: Centre Régional des Oeuvres Universitaires, 89 cours Aristide Briand, Bordeaux, France.

**CAEN COURSE OF FRENCH LANGUAGE AND CIVILIZATION FOR FOREIGN STUDENTS**

This program offers an elementary language program open to juniors with a basic knowledge of French, and an advanced program in language and civilization for juniors with a good knowledge of French. Diplomas and certificates are granted after examination. There are two semesters, running from mid-October to mid-June. Cost: about \$37 for two semesters, plus maintenance (about \$140 a month). For information write: Monsieur J. Collin, Secrétaire des Cours pour Etrangers, Université de Caen, rue du Gaillon, Caen, France.

**CLERMONT-FERRAND SPECIAL COURSE FOR FOREIGN STUDENTS**

This program in French language and civilization is open to students with a very good knowledge of French. A diploma of French university studies is awarded after a year's residence. Cost: about \$30, plus maintenance (about \$140 a month). The program runs from November to the end of May. For information write: Professeur Ricatte, Faculté des Lettres, 34 avenue Carnot, Clermont-Ferrand, France. For housing write: Mme. la Secrétaire du Centre Régional des Oeuvres Sociales Universitaires, 11 rue d'Amboise, Clermont-Ferrand, France.

**DARTMOUTH FOREIGN STUDY PLAN**

A program of French language study during the fall semester, open only to Dartmouth juniors and seniors. Students must be French majors with junior standing and a C average or better. After a period of intensive language study, they attend classes at the University of Caen, and live with families (arrangements made through the Experiment in International Living). Students earn 15 credits by taking special Dartmouth examinations at the end of the program. Cost: about \$900. For information write: Professor Lawrence E. Harvey, Chairman, Foreign Study Committee, Dartmouth College, Hanover, New Hampshire.

**DIJON FRENCH COURSE FOR FOREIGN STUDENTS**

Language study plus courses in French theater, philosophy, literature and civilization. Students may also attend regular university courses. There are no entrance requirements. A diploma in French studies may be won by examination after two semesters (November to mid-June). Cost: \$14 per semester or \$21 for the academic year, plus maintenance (about \$140 a month). For information write: M. le Secrétaire, Cours Spéciaux pour Etudiants Etrangers, 36 rue Chabot-Charny, Dijon, France. For housing write: Comité d'Accueil aux Etudiants Etrangers, 3 rue Docteur-Maret, Dijon, France.

**ECOLE SUPERIEURE COURSE IN FRENCH LANGUAGE AND LITERATURE**

A program of language study primarily for teachers of French and advanced students in French. A one-month preliminary program in October is open to beginners, and another in modern French literature is for advanced students. Various certificates and diplomas are available after examination. The academic year runs from November to June. Cost: about \$40 plus maintenance (about \$140 a month). For information write: Mme. Lanson-Marin, Secrétaire Générale, Ecole Supérieur de Préparation et de Perfectionnement des Professeurs de Français à l'Etranger, 46 rue Saint-Jacques, Paris 5, France. For housing write: Service d'Accueil aux Etudiants Etrangers, 96 boulevard Raspail, Paris 6, France.

**FORDHAM COLLEGE JUNIOR YEAR IN FRANCE**

This program of independent study at the University of Paris and the Institut Catholique is for students in the Fordham Honors Program with a B+ average or better and some knowledge of French. Students live in rooms or dormitories and attend regular university classes in subjects of their major interest. Periodic term papers are returned to Fordham for grading. Generally the students remain abroad for 15 months and earn 30 credits. Cost: about \$2000. For information write: Rev. Joseph R. Frese, S.J., Fordham University, Bronx, N. Y.

**GRENOBLE COURSE OF FRENCH LANGUAGE AND CIVILIZATION FOR FOREIGN STUDENTS**

Language instruction and courses in French civilization leading to various certificates and diplomas, including a diploma for teachers of French, awarded after two years of study. The academic year runs from mid-October to mid-June. Cost: \$30-50 per year, plus maintenance (about \$140 a month). For information write: Professeur Armand Caraccio, Faculté des Lettres, Université de Grenoble, Place de Verdun, Grenoble, France. For housing write: Office Universitaire du Logement, 10 rue de Belgrade, Grenoble, France.

**HAMILTON COLLEGE JUNIOR YEAR IN FRANCE**

Open to juniors of all colleges with a B average or better, and two years of college French. After a preliminary language training period at Biarritz, the students study at the University of Paris and in special classes organized by Hamilton. Emphasis is on French language and civilization. Students live with families and earn 30 credits. Cost: about \$2400. For information write: Professeur Marcel Moraud, Chairman, Dept. of Romance Languages, Hamilton College, Hamilton, N. Y.

## HOLLINS COLLEGE ABROAD

This program is open only to Hollins students. Participants go to Paris in February in their sophomore year and remain until the following January. (During the summer they make an extensive guided tour of Europe.) Students must have a C average or better, but there are no language requirements. Those without competence in French concentrate heavily on the language; others stress their major field. There are no special classes. Students live with families and earn 30 credits. Cost: about \$3200. For information write: Dr. Stuart Degginger, Director of Foreign Study, Hollins College, Hollins, Virginia.

## INSTITUTE FOR AMERICAN UNIVERSITIES

This program at the University of Aix-Marseille is open to juniors with a C+ average or better. Special classes in French and European studies are offered in English by the Institute staff. Students live with families and earn 30 credits. Semester programs are also available. Cost: about \$1550. For information write: Mr. Herbert Maza, Director, 21 rue Gaston-de-Saporta, Aix-en-Provence, France.

## INSTITUTE OF EUROPEAN STUDIES—PARIS HONORS PROGRAM

This program in Paris is open to sophomores and juniors with a B average or better and two years of college French or its equivalent. Special seminars, conducted at the Institute in Paris, are at the center of the academic work. These deal with contemporary European civilization. The students also enroll in courses at various *Instituts* of the University, and intensive language instruction is included in the program. There is a 3-week orientation program at Rambouillet, and two field-study trips, one to England and the Low Countries, the other to Italy. Students live with families, but eat one meal a day at the Institute's dining room. They earn 30 credits. Cost: about \$2350. For information write: Student Services, Institute of European Studies, 35 E. Wacker Drive, Chicago 1, Illinois, or Institute of European Studies, 3 rue du Dôme, Paris 16, France.

## LILLE INSTITUTE OF UNIVERSITY EXPANSION

This program in French language and civilization at elementary and advanced levels is open to juniors. Qualified students may also attend regular university lectures. Various certificates and diplomas are granted at the end of one or two semesters after examination. Cost: \$12 a year, plus maintenance (about \$140 a month). The academic year runs from November to mid-June. For information write: Faculté des Lettres, 9 rue



Auguste-Angellier, Lille, France. For housing write: Service du Logement, Centre Régional des Oeuvres, 34 rue Jean-Bart, Lille, France.

#### LYON CATHOLIC FACULTY COURSE FOR FOREIGN STUDENTS

This is a program in French language and civilization leading to various certificates and diplomas. The academic year runs from November to June. Cost: about \$16 per year, plus maintenance (about \$140 a month). For information write: Secrétariat des Facultés Catholiques, 25 rue du Plat, Lyon, France.

#### LYON FRENCH COURSE FOR FOREIGNERS

This is a program in French language at various levels of difficulty, together with lectures on French contemporary civilization. A certificate and a diploma are available after examination. The course runs from November to late June. Cost: \$50-80 per semester, plus maintenance (about \$140 a month). For information write: Mme. la Secrétaire, Cours aux Etudiants Etrangers, 18 Quai Claude Bernard, Lyon, France. For housing write: Comité d'Accueil, same address.

#### MARYMOUNT COLLEGE JUNIOR YEAR IN FRANCE

This program is open only to Marymount juniors with a C average or better and a knowledge of French. Students attend special classes in French and other subjects in Paris. They also take two special philosophy courses in English. They live on a small campus in Neuilly, and earn 32-34 credits. Cost: about \$2500 without holiday trips. Holiday trips to Switzerland, Rome, and other parts of France cost at least \$800. For information write: Mother M. du Sacre Coeur Smith, President, Marymount College, Tarrytown-on-Hudson, New York.

#### MICHIGAN-WISCONSIN JUNIOR YEAR IN FRANCE

This program, which runs from mid-September to late June, is primarily for students of the two sponsoring universities, but a limited number of other students will be accepted. Applicants must be juniors with the equivalent of two years of college French and a B average. After an intensive 4-week language program, students attend regular classes at the University of Aix-Marseille. There will also be one course given in English by an American professor. This course is primarily intended for French students, but some Americans may be admitted. Students earn 30 credits for the year's program. They live in dormitories and with families. The cost for residents of Wisconsin and Michigan amounts to about \$1,600, for others about \$2,100. For information write: Prof. Henry

B. Hill, 14 Bascom Hall, University of Wisconsin, Madison, Wisconsin, or Prof. James J. Gindin, 1213 Angell Hall, University of Michigan, Ann Arbor, Mich.

#### MIDDLEBURY COLLEGE GRADUATE PROGRAM IN FRANCE

This program, leading to the M.A. degree, is open to students with a B.A. and advanced knowledge of French. Students attend special classes as well as regular classes at the University of Paris. To win the M.A., students must also spend a summer at the Middlebury Summer School in Vermont. Tuition: about \$500. Students live in dormitories and furnished rooms, but must make their own housing arrangements. For information write: Department of French, Middlebury College, Middlebury, Vermont.

#### MONTPELLIER FRENCH COURSE FOR FOREIGNERS

This program offers courses in French language and civilization at various levels of difficulty. Various certificates and diplomas are offered, including a diploma for teachers of French, granted upon examination after two year's residence. The academic year runs from mid-October to mid-June. Cost: \$25 per semester, plus maintenance (about \$140 a month). For information write: Mme. Souleil, Secrétaire, Institut des Etudiants Etrangers, Université de Montpellier, 14 rue du Cardinal-de-Cabrières, Montpellier, France. For housing write: Service du Logement, 4 rue des Trésoriers de la Bourse, Montpellier, France.

#### NANCY FRENCH COURSE FOR FOREIGNERS

This program offers courses in French language at various levels of difficulty, and an advanced course in French civilization. Diplomas are awarded after examination. The academic year runs from November to mid-June. Cost: about \$20 per semester, plus maintenance (about \$140 a month). For information write: Mlle. Gérard, Secrétaire des Cours pour Etrangers, Faculté des Lettres, Université de Nancy, Nancy, France. For housing write: Comité des Oeuvres, 11 place Carnot, Nancy, France.

#### PARIS CATHOLIC INSTITUTE COURSE IN FRENCH CIVILIZATION

This is a program in French language, offered at various levels of difficulty, and of French civilization. Diplomas are available upon examination. The academic year runs from early October to the end of June. Cost: about \$30 per course for the year. For information write: Secrétariat des Cours pour Etrangers, 21 rue d'Assas, Paris 6, France. For housing write: Service Social de l'Institut Catholique, same address.

**PARIS COURSE IN FRENCH CIVILIZATION**

This program of language study and lectures on French civilization leads to various diplomas, awarded after examination. The academic year runs from mid-October to mid-June. Cost: \$20-25 per semester, plus maintenance (about \$140 a month). For information write: M. Georges Matoré, Directeur, Cours de Civilisation Française à la Sorbonne, 47 rue des Ecoles, Paris 5, France. For housing write: Service d'Accueil aux Etudiants Etrangers, 96 Boulevard Raspail, Paris 6, France.

**PARIS FRENCH COURSE FOR BEGINNERS**

This intensive program (25 class hours per week) in French runs from mid-October to mid-June. Cost: about \$200, plus maintenance (about \$140 a month). For information write: M. Georges Matoré, Directeur, Cours de Civilisation Française à la Sorbonne, 47 rue des Ecoles, Paris 5, France. For housing write: Service d'Accueil aux Etudiants Etrangers, 96 Boulevard Raspail, Paris 6, France.

**PARIS INSTITUTE FOR PHONETICS**

This program in French pronunciation, both practical and theoretical, leads to a certificate of French pronunciation awarded after examination. The academic year runs from early November to mid-June. Cost: about \$25 plus maintenance (about \$140 a month). For information write: Institut de Phonétique, 19 rue des Bernardins, Paris 5, France. For housing write: Service d'Accueil aux Etudiants Etrangers, 96 Boulevard Raspail, Paris 6, France.

**PARIS SCHOOL OF L'ALLIANCE FRANÇAISE**

This is a school for foreigners wishing to learn French. A wide variety of courses is available the year round, including advanced classes for interpreters. Cost: \$6-8 per course per month. Certificates are awarded upon examination. For information write: Ecole Pratique de l'Alliance Française, 101 Boulevard Raspail, Paris 6, France.

**PRESBYTERIAN COMMISSION JUNIOR YEAR IN FRANCE**

This program is open to Presbyterian juniors with a B average or better and a knowledge of French. After attending special language classes, students study at the University of Grenoble in their major fields. They live in dormitories and rooms and earn up to 30 credits. Cost: about \$1500-1800. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

**REID HALL THIRD YEAR ABROAD**

This is a program open to junior girls with a C average or better and a good knowledge of French. Students attend special classes in French language and culture. They live at Reid Hall, in Paris, and earn 30 credits. Cost: about \$2650. For information write: Miss Dorothy F. Leet, President, Reid Hall, rue Chevreuse, Paris 5, France.

**RENNES FRENCH COURSE FOR FOREIGNERS**

This program of French language and civilization courses leads to diplomas, awarded after examination. The academic year runs from early November to the end of June. Cost: about \$25 plus maintenance (about \$140 a month). For information write: M. le Secrétaire de la Faculté des Lettres et Sciences Humaines, 7 Place Hoche, Rennes, France. For housing write: M. le Directeur, Centre Régional des Oeuvres Universitaires, Service du Logement, 14 rue Saint Yves, Rennes, France.

**SARAH LAWRENCE JUNIOR YEAR IN PARIS**

This program is primarily for Sarah Lawrence juniors with reasonable fluency in French, although a few girls from other colleges are admitted. After preliminary language instruction, students attend a special class in French language and civilization and regular classes in other subjects at different institutes. They live in boarding houses, dormitories, and with families, and receive 30 credits. Cost: about \$1900, plus maintenance. For information write: Mrs. Anne Law, Secretary to the Dean, Sarah Lawrence College, Bronxville, N. Y.

**SMITH COLLEGE JUNIOR YEAR IN PARIS**

This is a program open to junior girls with two years of college French. After a preliminary period of language study at Aix-en-Provence, the students attend special classes in French language and civilization in Paris. They live with families and earn 30 credits. Cost: about \$2650. For information write: Dean Doris Silbert, Chairman, Committee on Foreign Study, Smith College, Northampton, Massachusetts.

**SOUTHWESTERN COLLEGE JUNIOR YEAR ABROAD**

This program is open to all juniors. There are no language requirements. Students attend special classes at the University of Aix-Marseille, live with families and earn 30 credits. Cost: about \$1700. For information write: Professor J. O. Embry, Dept. of French, Southwestern College, Memphis, Tennessee.



**STANFORD IN FRANCE**

This is a program for Stanford sophomores, juniors, and seniors with two quarters of French and a B average or better. Students spend two quarters at the Stanford Study Center in Tours. They take classes in French and other subjects, which are conducted in English. The students live at the Center, but eat one meal a day at a French student restaurant. They receive two quarter's credit. Cost: regular Stanford fees, plus return transportation. For information write: Robert A. Walker, Director, Stanford Overseas Campuses, Stanford University, Stanford, California.

**STRASBOURG FRENCH COURSE FOR FOREIGNERS**

An elementary program in French language and civilization and a more advanced course open only to those with junior standing are offered in this program. A certificate is available after examination upon the completion of two semesters' and a diploma after four semesters' work, an examination, and a term paper. The academic year runs from mid-October to the end of June. Cost: about \$25 for two semesters, plus maintenance (about \$140 a month). For information write: M. Georges Straka, Directeur, Institut d'Etudes Françaises Modernes, Cours pour Etrangers, Université de Strasbourg, Strasbourg, France. For housing write: Centre Régional des Oeuvres Universitaires, 1 Quai Dietrich, Strasbourg, France.

**SWEET BRIAR COLLEGE JUNIOR YEAR IN FRANCE**

This program is open to juniors of all colleges with a B average or better and two years of college French. After a period of preliminary language study in Tours, students attend both special and regular university classes in Paris in subjects of their major interest. They live with families and earn 30 credits. Cost: about \$2500. For information write: Professor R. John Matthew, Director, Sweet Briar Junior Year in France, Sweet Briar College, Sweet Briar, Virginia.

**TOULOUSE CENTER OF FRENCH STUDY FOR FOREIGNERS**

This center offers a program in French language and civilization during the regular academic year. For information write: Mlle. la Secrétaire, Institut Normal d'Etudes Françaises, Faculté des Lettres, 56 rue du Taur, Toulouse, France, or M. le Directeur, Centre d'Etudes Françaises pour Etrangers, Faculté des Lettres, 4 rue Albert-Lautmann, Toulouse, France.

**TOURAINE INSTITUTE, TOURS**

This program offers courses in French language at various levels of difficulty and in French civilization. Certificates and diplomas are awarded

after examination. The academic year runs from early October to the end of June. Cost: about \$20, plus maintenance (about \$140 a month). For information write: M. Dayeau, Secrétaire, Institut d' Etudes Françaises de Touraine pour les Etrangers, 1 rue de la Grandière, Tours, France. For housing write: same address.

#### TULANE-NEWCOMB JUNIOR YEAR IN FRANCE

This program is open only to Tulane and Newcomb sophomores, juniors, and seniors with a B average or better and two years of French. After a period of preliminary language study in Dijon, the students take courses at the *Cours de Civilisation* and other institutes in Paris. They live in dormitories and with families and earn 30 credits. Cost: about \$2500. For information write: Haley T. Thomas, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

#### UNIVERSITY OF CALIFORNIA ABROAD

This is a program for juniors and seniors from the various branches of the University of California. Applicants must have completed two years of college French and must have at least a B average. After a one-week orientation program in Paris and a 7-week language program at the Institute of Letters at Pau, beginning in early September, students will enroll in selected regular courses at the University of Bordeaux. The program will concentrate on French literature, philosophy, history, economics, political science, sociology, and international relations. Tutorial help will be provided. Students will live in dormitories and with families and will eat at student restaurants. They may earn 30 credits for the year's program. The cost, including one-way transportation from Los Angeles to Bordeaux, and round trip transportation from Bordeaux to Pau, and all meals except breakfast during the nine-month program, is about \$1,050, plus out-of-state fees for non-Californians. For information write: Education Abroad Program, University of California at Santa Barbara, University, California.

#### VANDERBILT UNIVERSITY IN FRANCE, AIX-EN-PROVENCE

This one-semester program in French language and in political science is open to students with one year of college and some knowledge of French. There are two annual sessions, one beginning in February, the other in August. After an intensive one-month course in French, students attend special classes taught by Vanderbilt professors and by local instructors. They live in private homes and earn 18 credits. Cost: about \$1300. For information write: Office of the Dean, College of Arts and

Sciences, 223 Kirkland Hall, Vanderbilt University, Nashville 5, Tennessee.

## GERMANY

### DARTMOUTH FOREIGN STUDY PLAN

This is a program of German language study held during the fall semester. Students must be German majors with junior or senior standing and a B average or better. After a period of intensive language study, they attend classes at the University of Freiburg and live with families (arrangements made through the Experiment in International Living). Students earn 15 credits by taking special Dartmouth examinations at the end of the program. Open only to Dartmouth students. Cost: about \$900. For information write: Professor Lawrence E. Harvey, Chairman, Foreign Study Committee, Dartmouth College, Hanover, New Hampshire.

### GOETHE-INSTITUTE GERMAN PROGRAM

This is a program of introductory and advanced courses in German. The institute has branches in a number of German cities, and courses last eight weeks. Cost: about \$250. For information write: Goethe-Institute, Lenbachplatz 3/1, München, Germany. (For details, see Summer Programs.)

### HEIDELBERG COLLEGE JUNIOR YEAR AT HEIDELBERG

This program is open to juniors of all colleges with two years of college German (B average or better). Students attend regular classes in German civilization at the Interpreter's Institute of the University of Heidelberg. They live with families and in dormitories and earn a maximum of 34 credits. Cost: about \$825, plus maintenance (about \$85-100 per month). For information write: Dr. Charles M. Prugh, Director, Heidelberg Junior Year, Heidelberg College, Tiffin, Ohio.

### LANGUAGE COURSES FOR FOREIGNERS

A program of German language courses at various levels of difficulty is held at various German universities and technical schools. The academic year runs from November to the end of July. For information write: *Akademisches Auslandsamt* of the appropriate university. (See Chapter 2.)

### MIDDLEBURY COLLEGE GRADUATE PROGRAM IN GERMANY

This is a program leading to the M.A. degree, open to students with a B.A. and an advanced knowledge of German. For the M.A. degree, students must also spend a summer at the Middlebury Summer School in

Vermont. Tuition: about \$500. Students make own housing arrangements. For information write: Department of German, Middlebury College, Middlebury, Vt.

#### PRESBYTERIAN COMMISSION JUNIOR YEAR IN GERMANY

This program is open to Presbyterian juniors with a B average or better and a knowledge of German. After attending special language classes, students study at the Free University of Berlin or at the Berlin *Technische Hochschule* in their major fields. German-speaking music majors may attend the Stuttgart Academy of Music. Students live in dormitories and furnished rooms, and earn up to 30 credits. Cost: about \$1700. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

#### SMITH COLLEGE JUNIOR YEAR IN GERMANY

This program is open to juniors of all colleges (both men and women) with two years of college German. After a preliminary period of language study, students attend classes at the University of Hamburg. They live with families and earn 30 credits. Cost: about \$2650. For information write: Dean Doris Silbert, Chairman, Committee on Foreign Study, Smith College, Northampton, Massachusetts.

#### STANFORD IN GERMANY

This is a program for Stanford sophomores, juniors, and seniors with two quarters of German and a B average or better. Students spend two quarters at the Stanford center at Beutelsbach, studying German and other subjects. Classes are conducted in English, and the students live at the center. They receive two quarter's credit. Cost: regular Stanford fees, plus return transportation. For information write: Robert A. Walker, Director, Stanford Overseas Campuses, Stanford University, Stanford, California.

#### TULANE-NEWCOMB JUNIOR YEAR IN GERMANY

A program of independent study at various German universities, open only to Tulane-Newcomb students with a B average or better and two years of German. Students live in boarding houses or with families, and earn 30 credits. Cost: \$2000-2500. For information write: Haley T. Thomas, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

#### UNIVERSITY OF BONN SPRING PROGRAM FOR FOREIGNERS

This program offers courses in German language and literature, running from late March to mid-April. Cost: tuition about \$45, maintenance about



\$40-50. For information write: Akademisches Auslandsamt der Universität Bonn, Koblenzer Strasse 24-26, Bonn, Germany.

#### WAYNE STATE JUNIOR YEAR IN GERMANY

Juniors and seniors of all colleges with a C+ average or better, and two years of college German, are eligible. There are two groups, one at the University of Munich, the other at the University of Freiburg. After a period of preliminary language study, students attend a mixture of special classes and regular university lectures. They take German language and civilization and courses in their major fields, live in dormitories, rooming houses and with families, and earn 30 credits. Cost: about \$1900. For information write: Dr. Erhard Dabringhaus, Director, Wayne State Junior Year in Germany, Wayne State University, Detroit, Michigan.

### GREAT BRITAIN

#### BRITISH DRAMA LEAGUE COURSE IN AMATEUR DRAMA

This program offers training for experienced amateur producers and teachers, running from mid-April to mid-June. Students must be between 18 and 45. Lectures, readings, practical experience, and attendance at various plays in London are included. Tuition is about \$60. A detailed record of the work accomplished is available for those seeking to obtain academic credit. For information write: Miss Frances Mackensie, British Drama League, 9 Fitzroy Square, London W.1., England.

#### MARYMOUNT COLLEGE JUNIOR YEAR IN GREAT BRITAIN

This program is open only to Marymount juniors with a C average or better. Students attend special classes in the arts, sciences, and social sciences at the University of London. They live on a small campus outside London and earn 32-34 credits. Cost: about \$2500. Holiday trips to France, Switzerland and Italy are also available (cost: at least \$800). For information write: Mother M. du Sacre Coeur Smith, President, Marymount College, Tarrytown-on-Hudson, N. Y.

#### TULANE-NEWCOMB JUNIOR YEAR IN GREAT BRITAIN

This program of independent study at various British universities is open only to Tulane-Newcomb students with at least a B average. Students live in boarding houses and with families and earn 30 credits in their major fields. Cost: \$2000-2500. For information write: Haley T. Thomas, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

## UNIVERSITY OF LONDON INSTITUTE OF EDUCATION, LONDON

A wide variety of short courses on various aspects of education, held in London and elsewhere, is offered by the university. Cost: about \$30 per week, including room and board. For information write: Adviser to Teachers, University of London Institute of Education, Malet Street, London W.C. 1, England.

## ITALY

## DANTE ALIGHIERI SOCIETY, ROME

This society offers a program of courses in the Italian language, at various levels of difficulty, and in literature and art. There are four 2-month sessions, running from October to June. A certificate is available after examination. Tuition is about \$10-15 per course. For information write: Secretary, Società Dante Alighieri, Piazza Firenze 27, Rome, Italy. For housing write: Ente provinciale del Turismo, via Parigi 11, Rome, Italy.

## RHODE ISLAND SCHOOL OF DESIGN EUROPEAN HONORS PROGRAM

This is a program for Rhode Island seniors with a B average or better and at least a minimal knowledge of Italian. Students study Italian and visual arts at the school's center in Rome and work with designers in other parts of Italy. They live with families and earn 30 credits. Cost: regular R.I.S.D. fees (about \$1850). For information write: Dr. Frank J. Deignan, Director, European Honors Program, Rhode Island School of Design, Providence, Rhode Island.

## SARAH LAWRENCE JUNIOR YEAR IN ROME

This is a program for Sarah Lawrence juniors with reasonable fluency in Italian. After preliminary language instruction, students attend special classes in Italian language and civilization, and regular courses at the University of Rome. They live in boarding houses, dormitories, and with families, and receive 30 credits. Cost: about \$1900, plus maintenance. For information write: Mrs. Anne Law, Secretary to the Dean, Sarah Lawrence College, Bronxville, N. Y.

## SMITH COLLEGE JUNIOR YEAR IN ITALY

This program is open to junior girls of all colleges with two years of college Italian. After a preliminary period of language study at Siena, the students attend special classes in Italian language and civilization in Florence. They live with families and earn 30 credits. Cost: about \$2650.

For information write: Dean Doris Silbert, Chairman, Committee on Foreign Study, Smith College, Northampton, Massachusetts.

#### STANFORD IN ITALY

This program is open to Stanford sophomores, juniors, and seniors with one year at the college level of any Romance language (including Latin), and a B average or better. Students spend two quarters at the Villa San Paolo, a Study Center outside Florence. They take classes in Italian and in other subjects. Classes are conducted in English, and the students live at the Center and receive two quarter's credit. Cost: regular Stanford fees, plus return transportation. For information write: Robert A. Walker, Director, Stanford Overseas Campuses, Stanford University, Stanford, California.

#### SYRACUSE UNIVERSITY SEMESTERS IN ITALY

This program is open to sophomores and juniors of all colleges with a C+ average or better. Students attend special classes held in English in Florence, studying Italian and European history and civilization. They live with families. Students may enroll for one or two semesters; there is also a summer session. Cost: about \$1400 per semester, plus return passage. For information write: Mr. Harold A. Vaughn, Program Administrator, Syracuse Semester in Italy, Syracuse University, 610 E. Fayette Street, Syracuse 3, New York.

#### TUFTS UNIVERSITY CLASSICAL YEAR AT CUMAE

This is a program for sophomores, juniors, and seniors of all colleges with above-average grades and a good knowledge of Latin. (Greek is also desirable.) Students study classical subjects at the Villa Vergiliana at Cumae, live at the villa and earn 30 credits. Cost: about \$2500. For information write: Professor Van L. Johnson, Dept. of Classics, Tufts University, Medford, Massachusetts.

#### TULANE-NEWCOMB JUNIOR YEAR IN ITALY

A program of independent study at various Italian universities open only to Tulane-Newcomb students with a B average or better and two years of Italian. Students live in boarding houses and with families and earn 30 credits in Italian and their major fields. Cost: \$2000-2500. For information write: Haley T. Thomas, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

#### UNIVERSITY OF FLORENCE COURSE FOR FOREIGNERS

This program provides practical instruction in Italian at various levels of difficulty, and in Italian civilization. The academic year runs from

mid-November to mid-June, with the usual two semesters. Tuition is about \$40 per semester, but there is a 20% reduction for students attending a second semester. A certificate is available after examination. The cost of housing, with families and in pensions, is about \$2.50 per day, and meals in the student restaurant cost about 40 cents each. For information write: Secretary, Centro di Cultura per Stranieri, Via S. Gallo 25/A, Florence, Italy.

## THE NETHERLANDS

### INSTITUTE OF SOCIAL STUDIES, THE HAGUE

A program in various aspects of the social sciences, leading to degrees at the M.A. level. Courses range in length from four months to two years, the academic year running from September to July. Degree candidates must be graduate-level students, but special arrangements can be made for persons who wish merely to attend classes. Classes are conducted in English. Cost: tuition about \$40 per month; room and board, in dormitories, about \$2 per day. For information write: Institute of Social Studies, Molenstraat 27, The Hague, Netherlands.

## NORWAY

### COLGATE ECONOMICS STUDY GROUP

A program for Colgate University seniors with a B average or better in economics. Students spend the spring semester studying economics in Norway. There are no formal classes. Students earn 15 credits. Cost: about \$1000 plus maintenance. For information write: Dean James Storing, Colgate University, Hamilton, New York.

### SCANDINAVIAN SEMINAR IN NORWAY

This program is open to juniors and graduate students of all colleges, and teachers interested in foreign education (as well as other professionals) may participate. Students attend special courses in Norwegian language and culture, interspersed with periods of residence with Norwegian families. From October to March they live and study at a folk high school. Cost: about \$1500, plus return transportation. For information write: Mr. Aage R. Neilson, Director, Scandinavian Seminar, 127 E. 73 Street, New York, N. Y.

### UNIVERSITY OF OSLO JUNIOR YEAR ABROAD

A program of language study, combined with attendance at regular university classes. Applicants must have junior standing and a C average



or better. To earn a full year's credit, attendance at the Oslo Summer School before the academic year is required. The academic year runs from September to June. Cost: fees about \$15, room and board arranged independently by students. For information write: Foreign Student Adviser, University of Oslo, Karl Johansgate 47, Oslo, Norway.

## SPAIN

### BOSTON COLLEGE JUNIOR YEAR ABROAD

This is a program for Boston College sophomores and juniors with a B+ average or better and some fluency in Spanish. Students study Spanish language and literature courses at the University of Madrid, with credit determined at the end of the year by examination. Students live with families. Cost: about \$2000. For information write: Rev. J. D. Gauthier, S.J., Boston College, Boston, Massachusetts.

### DARTMOUTH FOREIGN STUDY PLAN

For Dartmouth students only, a program of Spanish language study during the fall semester. Students must be Spanish majors with junior or senior standing and a C average or better. After a period of intensive language study, they attend classes at the University of Salamanca, and live with families (arrangements made through the Experiment in International Living). Students earn 15 credits by taking special Dartmouth examinations at the end of the program. Cost: about \$900. For information write: Professor Lawrence E. Harvey, Chairman, Foreign Study Committee, Dartmouth College, Hanover, New Hampshire.

### GEORGETOWN UNIVERSITY JUNIOR YEAR IN SPAIN

A program for juniors of all colleges with a C+ average or better and some knowledge of Spanish. After an intensive Spanish course in September, students attend special classes in Spanish language and civilization at the University of Madrid. They live in a dormitory or with families and earn 32-36 credits. Cost: about \$2700. For information write: Rev. F. Fadner, S.J., Regent, School of Foreign Service, Georgetown University, Washington, D.C.

### MIDDLEBURY COLLEGE GRADUATE PROGRAM IN SPAIN

This is a program, leading to the M.A. degree, open to students with a B.A. and an advanced knowledge of Spanish. Students attend special classes in Madrid. Tuition: about \$500. Students live in furnished rooms and with families, but must make their own housing arrangements. For the M.A. degree, students must also spend a summer at the Middlebury

Summer School in Vermont. For information write: Department of Spanish, Middlebury College, Middlebury, Vt.

#### NEW YORK UNIVERSITY JUNIOR YEAR IN SPAIN

This program is open to juniors of all colleges with a B average or better and a good knowledge of Spanish (at least two years of college Spanish or the equivalent). After traveling independently to Spain, students attend special classes in Spanish language and civilization at the University of Madrid. They live in dormitories, boarding houses and with families, and receive up to 33 credits. Cost: about \$1700 plus transportation. For information write: Dr. J. Richard Toven, Director, Junior Year in Spain, New York University, New York, N. Y.

#### SAN FRANCISCO COLLEGE FOR WOMEN JUNIOR YEAR IN SPAIN

This program is open to female juniors of all colleges with a C average or better and two years of college Spanish. Special courses are also available at the graduate level. Students attend special classes in Spanish language and literature in the College's quarters in Madrid. They live with families and earn up to 30 credits. Cost: about \$1900. For information write: Dr. Francisca de Sanchez, Director, Junior Year in Spain, San Francisco College for Women, San Francisco, California.

#### SMITH COLLEGE JUNIOR YEAR IN SPAIN

This program is open to junior girls of all colleges with two years of college Spanish. After a preliminary period of language study at Santander the students attend special classes in Spanish language and civilization in Madrid. They live with families and earn 30 credits. Cost: about \$2650. For information write: Dean Doris Silbert, Chairman, Committee on Foreign Study, Smith College, Northampton, Massachusetts.

#### TULANE-NEWCOMB JUNIOR YEAR IN SPAIN

A program of independent study at various Spanish universities open only to Tulane-Newcomb students with a B average or better and two years of Spanish. Students live in boarding houses and with families and earn 30 credits in Spanish and their major fields. Cost: \$2000-2500. For information write: Haley T. Thomas, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

#### UNIVERSITY OF GRANADA COURSE FOR FOREIGNERS, MÁLAGA

A program in Spanish language and history, leading to various certificates and diplomas. Classes run from mid-January to late March. Cost: tuition about \$30. Cost of room and board with families or in hotels ranges from \$1.40 to \$3.50 per day. For information (including housing)

write: Don Andrés Oliva Marra-López, Palacio de Archivos, Málaga, Spain.

#### UNIVERSITY OF MADRID AUTUMN COURSE

This program in Spanish language, literature, and civilization leads to various certificates and diplomas. The course runs from mid-October to mid-December. Tuition is about \$25. For information write: Courses for Foreigners, Curso de Otoño, Universidad de Madrid, Facultad de Filosofía y Letras, Ciudad Universitaria, Madrid 3, Spain.

#### UNIVERSITY OF MADRID HISPANIC STUDIES COURSE FOR FOREIGNERS

This program in Spanish language, literature, art, and history leads to various certificates and diplomas. The academic year runs from early October to the end of May. Cost: about \$55 per year, plus maintenance (about \$35 per month). For information write: Cultural Office of the Spanish Embassy, 1477 Girard Street N.W., Washington 9, D.C. (All twelve Spanish universities offer programs essentially like that of Madrid. No prior registration is necessary. For special information and dormitory reservations write to: Sr. Secretario del Curso de Estudios Hispánicos, at the appropriate university.)

#### UNIVERSITY OF MADRID SPRING COURSE

This university offers a program in Spanish language, literature, and civilization leading to various certificates and diplomas. The program runs from early March to late May. Cost: tuition about \$35. For information write: Courses for Foreigners, Curso de Primavera, Universidad de Madrid, Facultad de Filosofía y Letras, Ciudad Universitaria, Madrid 3, Spain.

#### UNIVERSITY OF SALAMANCA COURSE IN HISPANIC PHILOLOGY

This program in Spanish language, history and civilization, especially for teachers of Spanish, leads to various certificates and diplomas. The program runs from early April to early June. Cost: tuition about \$20; maintenance about \$1.50 to \$2.00 per day. For information write: Prof. Fernando Lázaro, Secretario, Curso de Filología Hispánica, Universidad de Salamanca, Salamanca, Spain. For housing write: Residencia Gran Vía, Calle de la Rosa 4, Salamanca, Spain, or Residencia Universitaria, Plaza Mayor 1, Salamanca, Spain.

## SWEDEN

#### STOCKHOLM INTERNATIONAL GRADUATE SCHOOL

A special English language program in economics, government, social welfare, international relations, and literature for graduates of American

colleges, at the University of Stockholm. Independent research leading to a Master's degree available. Cost: tuition about \$120 (\$30 during second year for M.A. candidates), room and board (arranged for by the individual student) about \$110 per month. For information write: American-Scandinavian Foundation, 127 East 73 Street, New York 21, N. Y., or International Graduate School, University of Stockholm, Drottninggatan 120, Stockholm, Sweden.

#### STOCKHOLM UNIVERSITY JUNIOR YEAR ABROAD

A program for juniors with a C average or better; there is no language requirement. Students attend special classes at the University of Stockholm in Swedish and in Scandinavian history and culture. Students live with families and earn 32 credits. Cost: about \$2100. For information write: Dr. Nils Andren, Dean, University of Stockholm, Drottninggatan 120, Stockholm, Sweden.

#### SCANDINAVIAN SEMINAR IN SWEDEN

A program open to juniors, graduate students, teachers interested in foreign education, and other professionals. Students attend special courses in Swedish language and culture, interspersed with periods of residence with Swedish families. From October to March they live and study at a folk high school. Cost: about \$1500, plus return transportation. For information write: Mr. Aage R. Neilson, Director, Scandinavian Seminar, 127 E. 73 Street, New York, N. Y.

## SWITZERLAND

#### GENEVA FRENCH PROGRAM FOR FOREIGNERS

A program of French language and civilization courses. A certificate is available after examination. The academic year runs from mid-October to July. Tuition is about \$50 per semester. Room and board about \$3-4 per day. For information write: Secrétariat, Université de Genève, Geneva, Switzerland.

#### GEORGETOWN-AT-FRIBOURG

This is a program for male juniors of all colleges with a B- average or better, and a knowledge of German or French. Students travel independently to Switzerland, and attend special classes in social science, philosophy, literature, and classics at the University of Fribourg. They live in a dormitory and earn from 32 to 36 credits. Cost: about \$1700. For information write: Rev. Gerard F. Yates, S.J., Moderator, Georgetown-at-Fribourg, Georgetown University, Washington, D.C.



**LAUSANNE FRENCH PROGRAM FOR FOREIGNERS**

A program of French language and civilization courses. The academic year runs from mid-October to the beginning of July, with a certificate available after examination upon completion of two semesters' work. Tuition is about \$50 per semester. Maintenance runs about \$3 per day. For information write: Secrétariat de l'Ecole de Français Moderne, Faculté des Lettres, Cité, Lausanne, Switzerland. For housing write: same.

**NEUCHÂTEL FRENCH PROGRAM FOR FOREIGNERS**

This program of French language, literature, and civilization courses leads to a diploma awarded after examination. The academic year runs from mid-October to early July. Junior standing is required for regular admission, but persons lacking this qualification may be admitted as auditors. Costs vary according to number of courses and status of students. Maintenance runs about \$3 per day. For information write: Secrétariat, Université de Neuchâtel, Neuchâtel, Switzerland.

**PRESBYTERIAN COMMISSION JUNIOR YEAR IN SWITZERLAND**

Open to Presbyterian juniors of all colleges with a B average or better and a knowledge of French. After attending special language classes, participants study at the University of Geneva in their major fields. They live in dormitories, boarding houses, and with families and earn up to 30 credits. Cost: about \$1600-1800. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

**ROSARY COLLEGE FOREIGN STUDY PLAN**

A program for girl juniors of all colleges with a C average or better and two years of college French. Participants study French in special Rosary-organized classes and lectures at the University of Fribourg. They live in a Rosary center, the villa des Fougères, and earn 36 credits. During vacations, organized tours are arranged. Cost: about \$2000. For information write: Sister George, Rosary College, River Forest, Illinois.

**SMITH COLLEGE JUNIOR YEAR IN SWITZERLAND**

This program is open to junior girls of all colleges with one year of college French. After a preliminary period of language study in Paris, the students attend classes in history, social science, and international relations at the University of Geneva and the Institute of International Studies. They also study French in special classes, live with families and in a hotel, and earn 30 credits. Cost: about \$2650. For information write: Dean Doris Silbert, Chairman, Committee on Foreign Study, Smith College Northampton, Massachusetts.

## LATIN AMERICA

### BRAZIL

#### NEW YORK UNIVERSITY JUNIOR YEAR IN BRAZIL

This program is open to students of all colleges who have a B average or better and a knowledge of Portuguese or Spanish. Students attend special classes at the University of Bahia. After a preliminary period of intensive language study in July and August, they concentrate on Portuguese language and literature. During the summer recess (December to February), students participate in a "workshop" consisting of travel and study. For the full year they earn 30 credits. Students live in dormitories, with families, and in boarding houses. Cost: about \$2100. For information write: Dr. Carlton S. Smith, Director, Brazilian Institute, New York University, Washington Square, New York, N. Y.

### CHILE

#### FORDHAM UNIVERSITY CHILEAN PROGRAM

A program open to juniors and seniors of all colleges with a C+ average or better and a knowledge of written and spoken Spanish. After an orientation period in Washington, students study in their major fields at the Catholic University of Chile from May to February. They also prepare an extensive research paper in a special seminar. They live with families and receive from 17 to 28 credits. Cost: about \$1850. For information write: Rev. Edward J. Sweeney, S.J., Director, Chilean Program, Fordham University, Bronx, N.Y.

### COSTA RICA

#### UNIVERSITY OF KANSAS JUNIOR YEAR ABROAD IN COSTA RICA

Open to upper-level sophomores of all colleges with a C+ average or better, and 16 credits of college-level Spanish. After a period of orientation in Washington, students attend regular classes at the University of Costa Rica from February to November. They live with families. Credits are determined on an individual basis. Cost: about \$1350. For information write: Francis H. Heller, Associate Dean, 206 Strong Hall, University of Kansas, Lawrence, Kansas.

### GUATEMALA

#### GRADUATE PROGRAM, SAN CARLOS UNIVERSITY, GUATEMALA

This program offers North Americans the opportunity to earn an M.A. degree in such fields as education, history, journalism, letters, philosophy,

and psychology. Three alternative plans are open to M.A. candidates: (1) two summer sessions and one year's study in the Faculty of Humanities; (2) one summer session, one year's study in the Faculty of Humanities, and submission of a thesis; or (3) three consecutive summer sessions. The academic year is divided into two semesters, the first running from January to May and the second from June to October. All courses are taught in Spanish. Tuition is about \$20 per semester, and room and board with private families ranges from \$85 to \$140 per month. For information, write Secretaría de la Facultad de Humanidades, Universidad de San Carlos de Guatemala, 9a. Avenida No. 13-39, Zona 1, Guatemala, Guatemala.

#### SYRACUSE UNIVERSITY SEMESTER IN GUATEMALA

A semester program open to sophomores, juniors, and seniors of all colleges with a C+ average or better and a working knowledge of Spanish. Students are enrolled at the University of San Carlos and study Spanish and liberal arts subjects, live with families and earn 16 credits. Cost: about \$1400. For information write: Otto Olivera, Academic Director, Syracuse Semester in Guatemala, Syracuse University, 610 E. Fayette Street, Syracuse 3, New York.

## MEXICO

#### CENTER FOR INTERNATIONAL STUDIES, COLLEGE OF MEXICO, MEXICO CITY

This center, established in 1960 to offer instruction and promote research in international relations as they affect Latin America, offers a 5-year program leading to the degree of Doctor of International Relations. The academic year is divided into two semesters, the first running from February to June and the second from July to November. To be admitted, students must be between 18 and 25 years of age, have a working knowledge of English and Spanish (and preferably a third language as well), and a high school diploma (preferably a college diploma). Tuition is about \$320 per academic year, and students must make their own arrangements for room and board in Mexico City. For information, write El Colegio de México, Durango 93, México 7, D.F., México.

#### EARLHAM COLLEGE PROGRAM IN MEXICO

A program for Earlham sophomores, juniors, and seniors with a C average or better and two years of Spanish. Students attend special classes in Spanish language and Mexican culture at various Mexican universities during a period covering one summer and one semester. They live with families. The amount of credit earned varies. Cost: about the same as if at

Earlham. For information write: Dr. Allen D. Hole, Chairman, Foreign Study Committee, Earlham College, Richmond, Indiana.

**INSTITUTE FOR U.S.-MEXICAN CULTURAL RELATIONS, MEXICO CITY**

This institute, dedicated to promoting understanding between Mexico and the United States, offers Spanish instruction to North Americans and English instruction to Mexicans as well as a program of lectures, art exhibits, concerts, and social activities. Regular Spanish classes are offered during three 14-week sessions, starting at the beginning of February, the middle of May, and the beginning of September. Intensive Spanish courses are offered in three-week sessions every month. These courses are open to anyone whose native language is not Spanish. Tuition for the regular session is about \$15, and the intensive course about \$30. Students must make their own arrangements for lodging. For information, write Director of Courses, Instituto Mexicano-Norteamericano de Relaciones Culturales, Hamburgo 115, México 6, D.F., México.

**INSTITUTO ALLENDE, SAN MIGUEL DE ALLENDE, GUANAJUATO**

This institute, operating on the quarter system and open throughout the year except December, offers courses in arts and crafts and creative writing. All instruction is given in English, but students may take supplementary Spanish language courses. Applicants must be high school graduates with an interest in arts and crafts or in creative writing. Students may enter the courses at any time (even in the middle of the quarter) and stay as long as they like. Those who follow a prescribed curriculum are eligible for an M.A. in creative writing or an M.F.A. in painting or in crafts. Tuition is about \$45 per month, and room and board at the Instituto's hotel cost \$5.50 to \$6.50 per day. For information, write Instituto Allende, San Miguel de Allende, Guanajuato, México.

**INTERAMERICAN UNIVERSITY PROGRAM, SALTILLO, COAHUILA**

This university offers four regular quarters of work, starting in October, January, March, and June. Students may major in such fields as languages, social sciences, humanities, education, and business administration. Beginning courses in Spanish are taught in English, all others in Spanish. One credit is granted for every 12 class periods, and completion of 180 credits leads to the award of a B.A. degree. Candidates for the M.A. and Ph.D. degrees must complete 48 credits of graduate work and submit an appropriate thesis. To be admitted to undergraduate status, students must be high school graduates. Total cost of tuition, double-room accommodation in private homes, and board is about \$425 per quarter. For informa-



tion, write Mr. David Martin, Universidad Interamericana, Apartado 255, Saltillo, Coahuila, México.

LATIN AMERICAN STUDY CENTER, NATIONAL UNIVERSITY OF MEXICO,  
MEXICO CITY

This center offers a program of graduate study and research in the political and social sciences as applied to Latin America. The first semester runs from March to July, the second from July to December. To be admitted, students must be graduates of a university-level institution, preferably from Latin and North American countries other than Mexico. A fluent command of Spanish is also required. The *Diploma Superior de Estudios Latinoamericanos* is awarded to students who complete the one-year course and submit a thesis. For information, write Centro de Estudios Latinoamericanos, Escuela Nacional de Ciencias Políticas y Sociales, Universidad Nacional Autónoma de México, Ciudad Universitaria, México 20, D.F., México.

MEXICAN WRITERS' CENTER, MEXICO CITY, MEXICO

This center, dedicated to the exchange of ideas between U.S. and Mexican authors as well as the development of writing talent in the two countries, offers a year-round program beginning in mid-August of every year. Courses in fiction writing, literary translation, and manuscript analysis are taught in English; courses in style, contemporary Mexican literature, and editing are taught in Spanish. To be admitted, applicants must have "a disposition toward precise writing, whether in fiction, poetry, or non-fiction." Tuition is about \$15 per course per quarter. Students must make their own arrangements for room and board in Mexico City. For information, write Centro Mexicano de Escritores, Volga 3, México 5, D.F., México.

MEXICO CITY COLLEGE JUNIOR YEAR IN MEXICO

This program is open to sophomores, juniors, and seniors of all colleges with a C average or better. There is no language requirement. Students attend regular classes in various subjects at Mexico City College, where the instruction is in English. They live with families and earn varying credits. Cost: about \$550 plus maintenance (about \$65 per month). For information write: Elizabeth T. de López, Dean of Admissions, Mexico City College, Mexico City, Mexico.

MEXICO CITY COLLEGE PROGRAM, MEXICO CITY

This college offers four regular quarters of study, beginning in October, January, April, and late June, in such fields as anthropology, economics,

education, English, fine arts, history, philosophy, psychology, science, and Spanish. In addition, it has interdepartmental programs in Latin American studies, humanities, and social science, as well as an intensive six-week Latin American Middle Management Program for U.S. executives operating abroad. All courses, with the exception of some upper-division subjects in the Spanish department, are taught in English. Each course carries 2-5 quarter credit hours, and students may work toward the B.A., B.F.A., M.A., and M.F.A. degrees. To be admitted students must be high school graduates or have passed the G.E.D. tests. Tuition is about \$185 per quarter plus a \$25 application fee and laboratory fees. Room and board in boarding houses (two meals a day) cost from \$56 to \$80 per month. For information, write Dean of Admissions, Mexico City College, Km. 16, Carretera México-Toluca, México 10, D.F., México. *This is an "American style" institution which draws about 85 per cent of its student body from the United States.*

MODERN LANGUAGE AND LITERATURE PROGRAM, TECHNOLOGICAL  
INSTITUTE, MONTERREY

This program offers a four-year curriculum for the training of modern language teachers, with options in English or Spanish. The academic year is divided into two semesters, the first running from September to January, the second from February to June. All courses are taught in Spanish. Students with a U.S. high school diploma are eligible for admission as freshmen; those with junior, senior, or graduate standing at an American university may be admitted to the third year. All U.S. students who do not have an undergraduate degree must take an entrance examination in English, Spanish, and Latin. Completion of the four-year course leads to the degree of *Professor en Lenguas y Literaturas Modernas*. Tuition is about \$185 per semester, and room and board in Instituto dormitories about \$340 per semester. For information, write Registrar, Instituto Tecnológico y de Estudios Superiores de Monterrey, Sucursal de Correos "J," Monterrey, Nuevo León, México.

NATIONAL SCHOOL OF ANTHROPOLOGY AND HISTORY, MEXICO CITY

This school offers an 8-semester curriculum in archeology, ethnology, linguistics, and physical anthropology leading to the degree of Master of Anthropology. The academic year is divided into two semesters, the first running from March to July, the second from July to November. All courses are taught in Spanish. To be admitted students must pass a proficiency exam or take courses in French or German. Credits are granted on the semester hour system. There are no registration or tuition fees, but students must make their own arrangements for room and board. For in-

formation, write Escuela Nacional de Antropología e Historia, Moneda 16, México 1, D.F., México.

#### PRESBYTERIAN COMMISSION JUNIOR YEAR IN MEXICO

This program is open to Presbyterian juniors of all colleges with a B average or better and a knowledge of Spanish. After attending special language classes, students study at the National University of Mexico in Mexico City. They take courses in their major fields, live in dormitories and with families, and earn up to 30 credits. Cost: about \$1100. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

#### SCHOOL FOR FOREIGN STUDENTS, NATIONAL UNIVERSITY OF MEXICO, MEXICO CITY

This school offers four sessions of approximately 10 weeks' duration, starting in January, March, June, and September. Among the special courses are Spanish at various levels of difficulty, art, Latin American economics, history, literature, Latin, and French. Some of the art and history courses are taught in English. Students may earn eight credits per session, and those qualified for graduate work may be awarded an M.A. in Hispanic languages and literature. To be admitted, students must be in good standing at an American university; M.A. candidates must have a bachelor's degree from a recognized U.S. institution. Tuition is about \$100 per session, and room and board in private homes a minimum of \$2.50 per day. For information, write Registrar, School for Foreign Students, Universidad Nacional Autónoma de México, Edificio de Filosofía y Letras, Ciudad Universitaria, México 20, D.F., México.

#### SCHOOL FOR FOREIGN STUDENTS, UNIVERSITY OF VERACRUZ, JALAPA, VERACRUZ

This school offers four 6-week sessions, starting in February, March, July, and October, in such fields as Hispanic language and literature, Mexican history, archeology, and social anthropology. All instruction is in Spanish (except during the summer, when some courses are taught in English). To be admitted, undergraduates must have completed high school; candidates for the M.A. degree for Foreign Students must be graduates of a recognized university. All applicants must also submit to a Spanish language exam. One credit is granted for each 16 class hours, and the M.A. degree is awarded to students completing four quarters of course work and one quarter of work on a thesis. Tuition is about \$60 per session, and room and board in boarding houses costs about \$2.50 per day. For information, write School for Foreign Students, Universidad Veracruzana, Juárez 23, Jalapa, Veracruz, México.

## PERU

SCHOOL OF SPECIAL STUDIES, NATIONAL UNIVERSITY OF SAN MARCOS, LIMA

This school offers a "revalidation" course for foreign students who hold M.A. degrees in the arts, economics, geography, literature, philosophy, and the social sciences. This course, running from mid-August to the end of March, is required of all foreign students who wish to enroll as doctoral candidates in the faculty of letters or the faculty of economics at San Marcos. Tuition is about \$130, and room and board in private homes costs about \$80 per month. For information, write Escuela de Estudios Especiales, Universidad Nacional Mayor de San Marcos, Lima, Peru.

## PUERTO RICO

CARIBBEAN STUDIES INSTITUTE, UNIVERSITY OF PUERTO RICO, RÍO PIEDRAS

This institute serves as both a research center for Caribbean specialists and a training ground for students interested in the history, culture, society, geography, political structure, and economy of the Caribbean area. The institute operates on the semester system, with the first semester running from mid-August to Christmas and the second from mid-January to the end of May. Both English and Spanish are used as languages of instruction. To be admitted, American students must have junior or senior standing at a mainland university. Tuition fees range from about \$65 to \$80 per semester, and room and board in boarding houses ranges from about \$50 to \$100 per month. The university maintains dormitory facilities for women only. For information, write Institute of Caribbean Studies, University of Puerto Rico, Río Piedras, Puerto Rico.

CARIBBEAN STUDIES INSTITUTE, UNIVERSITY OF PUERTO RICO, MAYAGÜEZ

This institute operates in the same way as its counterpart at Río Piedras, except that it offers work in the natural sciences as well as the social sciences and humanities. The Mayagüez campus is the site of the university's school of agriculture and mechanical arts. For information, write Dr. John D. Weaver, Division of Geology, College of Agriculture and Mechanical Arts, University of Puerto Rico, Mayagüez, Puerto Rico.

## OTHER LATIN AMERICAN ACADEMIC YEAR PROGRAMS

In addition to the programs described in these pages, there are many others in Latin America that may be of interest to American students. The Pan American Union publishes an extensive listing and description of these programs in alternate years. The most recent volume, *Study in*



*Latin America: Part I, 1960*, compiled by Estellita Hart and Janet Lugo, can be obtained by writing to Pan American Union, General Secretariat of the Organization of American States, Washington 6, D.C.

## NORTH AMERICA

### CANADA

#### JUNIOR YEAR AT LAVAL UNIVERSITY

This program in French language and literature is offered by Laval University for foreign students at the junior level. Students must pass a classifying examination in French. They live in boarding houses and with families and may earn 40 credits. Cost: \$380 plus room and board. For information write: M. le Directeur, Junior Year Program, Laval University, Quebec, Canada.

## NEAR EAST AND FAR EAST

### ISRAEL

#### AMERICAN FRIENDS OF THE HEBREW UNIVERSITY AMERICAN STUDENT PROGRAM

This is a 12-month program for undergraduates with a B average or better. Some knowledge of Hebrew is highly desirable. After a four-month language training program, students attend special classes at the Hebrew University of Jerusalem, studying Hebrew and Jewish literature and culture, and other subjects. They live with families and in dormitories, and earn 30 credits. Cost: about \$2100. For information write: Professor Oscar I. Janowsky, Chairman, Academic Council, American Friends of the Hebrew University, 11 East 69th St., New York 21, N. Y.

#### HEBREW TEACHERS' COLLEGE JUNIOR YEAR IN ISRAEL

A program for students of Hebrew Teachers' College with a knowledge of Hebrew. Courses in Hebrew language and literature are offered at the Hebrew University. Students live in dormitories and earn 30 credits. Cost: about \$1550. For information write: Dean Elsie Silberschlag, Hebrew Teachers' College, Brookline, Mass.

#### JEWISH AGENCY INSTITUTE FOR YOUTH LEADERS FROM ABROAD

This is a 12-month program for college students with a B— average or better and some knowledge of Hebrew. Participants study Hebrew, Jewish history, psychology, and sociology at the Institute for Youth Leaders from Abroad in Jerusalem, and then study and work in an agri-

cultural settlement for 5 months, living in dormitories. The amount of credit earned varies. Cost: about \$650. For information write: Moshe Levin, The Jewish Agency, 515 Park Ave., New York 22, N. Y.

#### JEWISH AGENCY WORK STUDY PROGRAM

This six-month program is open to Jewish high school graduates between 18 and 25 with good grades and physical stamina. After a preliminary orientation program in Jerusalem, students live in a *kibbutz*, devoting half their time to work and half to the study of Hebrew. Participants become full-fledged members of the community during their stay. Cost: about \$800. For information write: Moshe Levin, The Jewish Agency, 515 Park Ave., New York 22, N. Y.

#### JEWISH THEOLOGICAL SEMINARY JEWISH AGENCY FELLOWSHIPS

This is a program for juniors with a B— average or better and a good knowledge of Hebrew. Participants study Jewish history and culture at the Hebrew University in Jerusalem. They live in dormitories and receive varying credits. Cost: about \$1800. For information write: Mrs. Sylvia Ettenberg, Dean of Students, Jewish Theological Seminary, Broadway and 122 St., New York, N. Y.

#### TULANE-NEWCOMB JUNIOR YEAR IN ISRAEL

This program of independent study at the Hebrew University in Jerusalem is open only to Tulane-Newcomb students with a B average or better. Students live in boarding houses and with families and earn 30 credits in their major fields. Cost: \$2000-2500. For information write: Dr. Joseph Cohen, Director, Tulane-Newcomb Junior Year Abroad, Tulane University, New Orleans, Louisiana.

#### YESHIVA UNIVERSITY ISRAEL STUDY PROGRAM

This is a program for Yeshiva juniors with a knowledge of Hebrew. Some students attend special classes, others attend the Hebrew University in Jerusalem. They study Hebrew, Jewish history and culture, and other subjects. They live in a hostel and receive 30-32 credits. Cost: about \$1400. For information write: Dr. Hyman B. Grinstein, Director, Teachers Institute for Men, Yeshiva University, New York 33, N. Y.

## LEBANON

#### PRESBYTERIAN COMMISSION JUNIOR YEAR IN LEBANON

This program is open to Presbyterian juniors of all colleges with a B average or better. There is no language requirement. Students attend

classes at Beirut College for Women and the American University in Beirut in their major fields. They live in dormitories, and earn up to 30 credits. Cost: about \$1700. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

## INDIA

### PRESBYTERIAN COMMISSION JUNIOR YEAR IN INDIA

This program is open to Presbyterian juniors of all colleges with a B average or better. Students attend various Indian universities, live in dormitories, and earn up to 30 credits. Cost: about \$1700-2100. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

## JAPAN

### PRESBYTERIAN COMMISSION JUNIOR YEAR IN JAPAN

This program is open to Presbyterian juniors of all colleges with a B average or better. There is no language requirement. Students attend special classes at the International Christian University in their major fields. They live in dormitories, boarding houses, and with families, and earn up to 30 credits. Cost: about \$1500. For information write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

### STANFORD OVERSEAS PROGRAM IN JAPAN

This is a program for Stanford sophomores, juniors, and seniors. Students spend two quarters at the Stanford Study Center in Tokyo. Classes are conducted in English. Students receive two quarter's credits. Cost: regular Stanford fees plus return transportation. For information write: Robert A. Walker, Director, Stanford Overseas Campuses, Stanford University, Stanford, California.

## PHILIPPINE ISLANDS

### PRESBYTERIAN COMMISSION JUNIOR YEAR IN THE PHILIPPINES

This program is open to Presbyterian juniors of all colleges with a B average or better. There is no language requirement. Students attend special classes at Silliman University in their major fields, live in dormitories, and earn up to 30 credits. Cost: about \$2000. For information

write: Margaret Flory, Secretary for Student World Relations, Presbyterian Commission, 475 Riverside Drive, New York 27, N. Y.

## PRE-COLLEGE SCHOOLS FOR AMERICAN STUDENTS ABROAD

In these times, while so many thousands of Americans are living and working in foreign countries, it is natural that large numbers of American children are receiving their elementary and secondary education abroad. According to a *New York Times* report, each year about 4,000 Americans *graduate* from secondary schools of various types in Europe alone. Many of these children, especially those in Europe, attend the regular public schools. Others—numbering about 100,000—attend schools run by the U. S. Army in foreign countries. Still others go to missionary schools, or to so-called “company” schools organized by large American corporations with overseas branches in remote parts. Finally, some attend other private schools, both “American” and international, located throughout the world.

In this book it would be impractical to try to describe more than a handful of schools in the major nations. For additional listings of schools in countries all over the world write to International Schools Foundation, 147 E. 50th St., New York 22, N. Y. For information about schools in France see the *List of Schools in France* published by the French Cultural Services, 972 Fifth Ave., New York 21, N. Y.; for English schools see *Primary and Secondary Schools in Britain*, available at the British Information Services, 45 Rockefeller Plaza, New York 20, N. Y.; for Swiss schools, the Federation of Associations of Swiss Private Schools has published information on dozens of schools, and it is available through the Swiss National Tourist Office, 10 W. 49th St., New York 20, N. Y.

## EUROPE

### AUSTRIA

The American International School of Vienna provides classes from kindergarten through the twelfth grade. Instruction is in English, and about 200 of the 250 students are Americans. Tuition runs from about \$150 to \$500. For information write: Principal, American International School, Bauernfeldgasse 40, Vienna 19, Austria.

### BELGIUM

The International School of Brussels provides classes for students in grades one through nine. Instruction is in English, and there are about 230 students, some 200 of whom are Americans. Tuition runs from about



\$250 to \$500. For information write: Principal, International Schools, 19 Kattenberg, Brussels, Belgium.

## DENMARK

The Bernadotte International School of Copenhagen offers classes from kindergarten through the ninth grade. Instruction is in English and Danish. There are about 500 students, less than 10 percent of them Americans. For information write: Principal, Bernadotteskolen den Internationale Skole, Hellerupvej 11, Copenhagen, Denmark.

## FRANCE

The American School of Paris offers a complete primary and secondary program. Classes are held in English. About 80 percent of the 300-odd students are Americans. Tuition runs from about \$400 to \$700. For information write: Principal, American School of Paris, 45 blvd. d'Auteuil, Paris, France.

SHAPE International School of St. Germain-en-Laye offers a complete primary and secondary program, including a kindergarten. Instruction is in English and French. There are about 1,100 students, and about 10 percent of them are Americans. For information write: Principal, SHAPE International School, SHAPE Village, St. Germain-en-Laye, France.

## GREECE

The American Community Schools of Athens offer a complete program of primary and secondary classes, including a kindergarten. Instruction is in English; of the more than 850 students, about 90 percent are Americans. Tuition runs from about \$130 to \$300. For information write: Principal, American Community Schools, 9 Regillis, Athens, Greece.

## ITALY

The Overseas School of Rome offers a complete primary and secondary program, including a kindergarten. Instruction is in English. Of the 450-odd students, about 300 are Americans. Tuition runs from somewhat over \$200 to about \$450. For information write: Overseas School, Via Cassia 811, Rome, Italy.

## NETHERLANDS

The Stichting International School of The Hague offers a complete primary and secondary program, including a kindergarten. Instruction is in

English, French, and German. About 200 of the 500-odd students are Americans. Tuition runs from about \$80 to \$400. For information write: Stichting International School, 19 Parkweg, The Hague, Netherlands.

## SWITZERLAND

The International School of Geneva provides a program of classes from grade one through the equivalent of the first year of college. Instruction is in English and French. About 500 of the over 1,200 students are American. Tuition runs from about \$350 to \$550. For information write: International School, 62 Route de Chêne, Geneva, Switzerland.

## ASIA

### INDIA

The American School of New Delhi offers classes for students in grades one through ten. Instruction is in English. Most of the 170-odd students are Americans. Tuition is about \$500. For information write: American School, The Taj, 36 Janpath, New Delhi, India.

### JAPAN

The American School in Japan offers a complete primary and secondary program, including a kindergarten. Instruction is in English. About 400 of the approximately 700 students are Americans. Tuition varies from about \$200 to \$400. For information write: The American School in Japan, 1985 Kami-Meguro, 2 Chrome, Meguro-Ku, Tokyo, Japan.

### PAKISTAN

The Karachi American School offers a complete program, from a nursery school through high school. Instruction is in English. Tuition runs from about \$120 to \$400. There are nearly 500 students, about 400 of them Americans. For information write: Karachi American School, % American Embassy, APO 271, New York, N. Y.

## PHILIPPINE ISLANDS

The American School provides primary and secondary education from the first through the twelfth grade. Instruction is in English. Of nearly 1,000 students, about 850 are Americans. Tuition is from about \$350 to

\$475. For information write: American School, 2583 Taft Ave., Pasay City, P. I.

## THAILAND

The International School of Bangkok offers a complete primary and secondary program, including a kindergarten. Instruction is in English. Over 600 students attend, about 500 of them Americans. Tuition runs from about \$250 to \$325. For information write: International School, Sukumvit, Soi Ruam Chai, Bangkok, Thailand.

## CHAPTER 5: 235 Summer-School Programs in Detail

*What to look for, what to look out for . . . credit vs. non-credit programs . . . sources of information and guidance . . . specific summer-school programs in Europe, Canada, Latin America, the Near and Far East.*

INDETERMINATE IN NUMBER and perplexing in variety are the summer programs offered to students and teachers.

Some are run by foreign governments, some by American colleges, others by independent educational organizations. Some conduct classes in the foreign tongue, others (even many offered by foreign institutions) offer courses in English. Most mix Americans with other foreign students, but some are exclusively for Americans. Some purport to grant credit, others do not. Academic standards vary from stiff to practically non-existent, although it is probably safe to say that standards are generally lower than in courses offered during the academic year. "They are on holiday, after all," the Director of one European summer course reminded us. "If they can't pronounce, maybe they'll become good translators."\* Subject matter runs the gamut from "paleolithic art" to "contemporary economic problems" and "comparative government." Certainly the prospective student should examine any program he is interested in carefully before committing himself, so that he is sure of getting what he wants.

\* A prominent Spanish educator adds with a smile: "If a student comes to me with a lot of certificates from summer courses, I say to him: 'You lucky fellow, you got some money from your father to get a vacation in all these wonderful places.'"



## THE TYPICAL SUMMER COURSE

By far the most common of the summer courses for foreigners is the "language and civilization" type. They are essentially the same in all the major centers toward which American students gravitate, from Paris to Rome and from Vienna to Madrid. Formal language study (usually about three or four hours per day) is offered at several levels—typically elementary, intermediate, and advanced. To these are added general lectures (commonly one each day) on various aspects of the history, literature, arts, and customs of the country. These make up the "civilization" part of the program.

The language instruction in these courses is most often provided by teachers in the local elementary and secondary schools or by advanced students in the universities. The general lectures, however, are given by university professors and other specialists, many of them distinguished scholars. In the prospectuses and catalogs circulated by the summer schools, much is naturally made of these bright lights, although, in reality, they seldom have very much to do with the students—as should be obvious to anyone who considers the nature of the work being carried on.

The quality of the language instruction varies from institution to institution and even within institutions, according to the talents of the individual teachers. With some notable exceptions teaching methods are "old-fashioned" in that they stress grammar and translation—in short, the formal study of language—at the expense of casual conversation or the use of electronic equipment that has become so important in recent years in American language teaching.\* The teachers seldom assign home work or check closely on the progress of their students. Furthermore, the teaching of grammar is usually unsystematic and overly concerned with fine points. Little stress is placed on teaching the student to *speak*; his ear is trained, but not his tongue. At the very least, however, the student works with a teacher who is a native-born speaker of the language, something unfortunately still uncommon in American colleges.

The "civilization" lectures naturally vary greatly in quality, since in any center it is very unusual for more than two or three lectures to be given

\* A number of these schools do have "language laboratories," but the majority opinion is clearly that of M. Bouton, director of the course for teachers of French at the Alliance Française in Paris. "*Moderation, prudence, sobriété*," he says. "The machine must never be allowed to replace the teacher. We let the students know that these gadgets exist, but basically, we rely on traditional methods developed after years of experience." Of course, when the student lives in a community where the language he is studying is spoken, there is much less need for "laboratory" instruction.

by any one person. They are nevertheless useful, aside from their subject matter, in training the ear of the student by subjecting him to a wide variety of accents, intonations, speeds of delivery, and so on. Thus his vocabulary is bound to grow almost as a concomitant of faithful attendance. More often than not, however, there is little or no pattern to the course of lectures; each speaker addresses himself to a different topic and there is little to connect the talks in the listener's mind. Furthermore, they are often devoted to subjects for which, however interesting, the average student has little background. Here, for example, is a list of some of the lectures on "general culture" offered at the University of Dijon summer course in 1961:

"Two Masters of French Thought: Pascal, Descartes" (two lectures)

"At the Dawn of a Western Christian Civilization" (three lectures)

"Some Well-Known Ancient Sites of Burgundy" (two lectures)

"A Great Minister of Louis XIV: Colbert" (three lectures)

"Russia and Europe" (two lectures)

"The Cities and Chateaux of Burgundy" (two lectures)

"Shakespeare in 20th-Century France" (two lectures)

"The Creative Imagination" (two lectures)

"Bernanos, Saint-Exupéry, P. Claudel" (three lectures)

And so on, through a total of thirty-three hours of lectures. "The trouble," one eager but confused American student told us in connection with a program in Holland, "is that the profs don't get together and work out a curriculum."

### THEY MAY BE FUN, BUT . . .

Almost everywhere, these language programs are formally connected with a foreign university, but the connection is sometimes only nominal. They usually do not receive much financial help from the parent organization and must depend upon student fees. This frequently tends to drive down entrance requirements; and in extreme cases, it can even lead to shockingly unacademic efforts to drum up trade. For example, the following passage appeared as an advertisement in the July 8, 1961 issue of the International Edition of *The New York Times*:

Would you like to take Courses at the seaside in summer? Choose among those of Alicante, Palma de Mallorca, Barcelona, Peñíscola, and Valencia on the MEDITERRANEAN; San Sebastian and Santander on the BAY OF BISCAY; and Cadiz on the ANDALUSIAN ATLANTIC. Or in the hills? Jaca, Segovia, Leon, Granada, offer you their efficient courses and amid incomparable scenery. . . . You will be able to obtain in all of them CERTIFICATES OF PROFICIENCY and/or ATTENDANCE

... and the highly-prized DIPLOMA OF HISPANIC STUDIES. Furthermore, you should know that the MARKS EARNED CAN COUNT AS "CREDITS," at the student's request.

This advertisement, filled with extremely misleading statements (its blatant bad taste aside), was published over the name of the Spanish Ministry of Education. If other countries do not employ the "hard sell" to the same extent, their summer language institutes are nonetheless sometimes more interested in quantity than quality. Even in highly-centralized France, one influential official in the Ministry of Education confessed to us that he was powerless to control the policies of individual summer schools, much as he would like to do so in some cases.

This does not mean that these institutes are uniformly bad. Quite the contrary; many are exceptionally good. And even at the poorest of them, students can learn a great deal if they are willing to work hard at their studies.

Nor does it mean that the serious student must eschew all forms of recreation and relaxation while studying abroad. One of the purposes of this book is to help the student select the institution best suited to his needs, and another is to show him how to combine study and play in an effective manner.

## MISCELLANEOUS NOTES ABOUT SUMMER COURSES

### *Music and Art Courses in France*

There are many courses in music and art offered by various organizations and academic institutions in France which are not listed in the following pages. The French Embassy in the United States publishes two extensive guides to these programs: *The Study of Music in France* and *The Study of Art in France*. Copies of these may be obtained by writing to Cultural Services of the French Embassy, 972 Fifth Avenue, New York 21, New York.

### *Music Courses in Germany*

In addition to programs described on the following pages, there are many other music courses offered in Germany. A pamphlet, *There's Music in Germany*, describes these courses and provides much additional information on German musical affairs. It can be obtained by writing to Inter Nationes, Marienstrasse 6, Bonn, Germany.

### *Housing in the Paris Area*

Most of the summer programs in Paris do not provide special accommodations for participants. However, there are a number of

organizations which do offer such help. For rooms in dormitories, available at about \$20 to \$30 per month, write: Fondation des Etats-Unis, 15 blvd. Jourdan, Paris 14, France, or Fondation Nationale, 19 blvd. Jourdan, Paris 14, France. For other accommodations the student should contact, after his arrival in Paris, France-Etats-Unis, 24 rue Eugène Flachet, Paris 17, or Office du Tourisme Universitaire, 137 blvd. Saint-Michel, Paris 5, or Service du Logement du Comité des Oeuvres Sociales en faveur de la Jeunesse Scolaie et Universitaire, 15 rue Soufflot, Paris 5. Student restaurants in the Paris area are open to properly qualified foreign students.

### *Minor British Programs*

In addition to the British courses listed below, many other briefer programs are offered by British universities and other organizations. The British Information Services, 45 Rockefeller Plaza, New York 20, New York publishes annually in February a comprehensive list of such programs.

### *Mexican Programs of U.S. Colleges*

In addition to the Mexican programs described in the following pages, a number of U.S. colleges and universities have organized special summer study programs in Mexico that make use of the courses offered by Mexican summer schools. For details of these programs, write to the appropriate person at the U.S. institution involved.

Ball State Teachers College Spanish Field Study Program

Dr. Vivienne Bey, Ball State Teachers College, Muncie, Indiana

Bradford Junior College Summer Seminar in Mexico

Mr. Richard P. Merrill, Bradford College, Bradford, Mass.

Brigham Young University Mexico Residence Program

Adult Education and Extension Services, Brigham Young University, Provo, Utah.

Ithaca College Puerto Rican Studies Program

Dr. William M. Grimshaw, Director of Graduate Studies, Ithaca College, Ithaca, N. Y.

Loyola University Spanish Summer School

Registrar, Loyola University, 6363 St. Charles Ave., New Orleans 18, La.



Sacramento State College International Study Program  
Dr. L. Paul Saettler, Coordinator of Travel Study, Sacramento  
State College, Sacramento 19, Calif.

## EUROPE

### AMERICAN FRIENDS SERVICE COMMITTEE INTERNATIONAL SEMINARS

A series of 3-week seminars on subjects related to international peace and world affairs. Applicants must be between 21 and 35 years of age, have adequate knowledge of the particular theme under discussion, and be able to speak English. No more than 3 or 4 students from any one country are accepted for any seminar. A typical program consists of lectures by authorities and extensive group discussions. The cost, including room and board in dormitories, is about \$65. For information write: International Seminars, Centre Quaker Internationale, 110 ave. Mozart, Paris 16, France. *These are not academic programs, but bring together highly motivated students from many countries in well-integrated, serious discussions of important issues.*

### EXPERIMENTAL EUROPEAN RESEARCH PROGRAM, PRINCETON

A program open to Colgate, Columbia, Princeton, Rutgers, and Swarthmore juniors. After they are selected mid-way during their junior year, students devote at least a fifth of their time to preparation for specific research projects to be carried out in Europe, all related to one "umbrella topic." They receive 3 credits for this study. In mid-June the group goes to Europe; after a 2-week seminar at The Hague, they undertake 2 months of individual research at various European centers, some of the students living with families. At the end of this period they reassemble at Oxford for another 2-week seminar. Then during their senior year, the students prepare a thesis based on the work abroad. Cost: about \$1100. For information, write: Mr. William Carmichael, Director, Princeton International Relations Programs Abroad, Princeton, New Jersey.

### KALAMAZOO COLLEGE SUMMER STUDY ABROAD

A program of study at university summer schools in Germany, France, and Spain, open only to Kalamazoo students with at least one year of the necessary language. After an orientation course, participants travel to Europe together and then enroll in a regular summer program at one of several universities for 8 weeks of classes in the local language and civilization. They live with families. Cost: about \$850 (all those accepted receive \$500 scholarships). For information, write: Director, Summer Study Abroad, Kalamazoo College, Kalamazoo, Michigan.

## SYRACUSE UNIVERSITY SUMMER DRAMA PROGRAM

The study of acting and the drama in Ireland, England, and France. The program runs from late June to mid-September; the third portion, in France, from late August to mid-September, is optional. The cost, including transatlantic transportation, tuition, theatre tickets, room and board (with families and in hotels) is about \$1,800. For information write: Drama Department, Syracuse University, 610 E. Fayette St., Syracuse 3, N. Y.

## A U S T R I A

## ACADEMY OF MUSIC DANCE PROGRAM, VIENNA

This program offers instruction in various aspects of the dance, for both dancers and teachers, for 2 weeks in July. Students must be at least 14 years of age, with appropriate experience and a minimal understanding of German. Tuition is about \$25. Normally about 20-25 students attend, including an occasional American. For information write: Prof. Rosalia Chladek, Reichstrats Strasse 13, Vienna 1, Austria.

## ANDERL ROGGE INSTITUTE SUMMER PROGRAM, GRAZ

This institute provides a series of courses in German language at various levels of difficulty, and in German and Austrian literature and civilization. The courses are scheduled between early June and mid-October, and a number of excursions are provided. Students must be at least 17 years of age. Tuition comes to about \$30-50 per session; room and board with families is about \$60 per month. For information write: Dr. Sophie Buchmayer, Institut Anderl Rogge, Bürgergasse 4, Graz, Austria.

## AUSTRIAN COLLEGE SOCIETY INTERNATIONAL FORUM, ALPBACH

An advanced seminar on some question of current importance, the topic varying annually. The program consists of a series of lectures by specialists from different countries, simultaneous translations into the major languages being provided. It runs from mid-August to early September, and there is a similar and somewhat longer seminar in the winter from late January to early March. The cost, including room and board with families and in hotels, is about \$120 for the 3-week session. A number of excursions are provided. For information write: Secretary, Österreichisches College, Argentinier Strasse 21, Vienna IV, Austria.

## AUSTRO-AMERICAN SOCIETY SUMMER SCHOOL, SALZBURG

This school, located at Klessheim Castle, offers classes in German language at various levels of difficulty. There are two 3-week sessions, running from early July to mid-August; lectures on art, literature, and

international relations are held in English. Students must have completed at least one year of college, and be between the ages of 18 and 40. Generally, three of every four of the hundred-odd students are Americans. The cost for two sessions is about \$225, including room and board in dormitories. Excursions are arranged and tickets to 3 performances at the Salzburg festival are included. A certificate is awarded after examination. For information write: Institute of International Education, 800 2nd Ave., New York, N.Y. *Because of the high concentration of Americans in Salzburg, the atmosphere is not conducive to language study.*

#### CLASSROOM ABROAD, VIENNA

This program, from mid-June to early August, offers classes in German at various levels of difficulty, and a series of lectures on German civilization, both held in conjunction with the University of Vienna Summer School. Applicants must submit a college transcript and two letters of recommendation. Excursions and social events are included, and a certificate of achievement, useful in transferring credit, is available. The cost, including room and board with families, is about \$675. For information write: Dr. Frank D. Hirschbach, Box 4171 University Station, Minneapolis 14, Minn.

#### HOPE COLLEGE VIENNA SUMMER SCHOOL, VIENNA

A program of travel and study of European civilization, with German language instruction also included. After a preliminary study tour, students attend classes at the Institute of European Studies. Instruction is in English, and the students live with families. Classes run for 6 weeks, and the entire program lasts from early June to early September. Students can earn 6 credits. The cost, including transatlantic transportation, is about \$1,000. For information write: Prof. Paul G. Fried, Director, Vienna Summer School, Hope College, Holland, Michigan.

#### INTERNATIONAL SUMMER ACADEMY OF FINE ARTS, SALZBURG

Instruction in painting, sculpture, architecture and lithography in a picturesque setting at Fortress Hohensalzburg, from mid-July to mid-August. Applicants must be 18 years of age, but there is no other entrance requirement. Tuition varies from about \$12 to \$60, depending upon the course. Housing in hostels and hotels varies with the accommodations, and meals at reduced prices are available to students. About 250 students participate, of whom about 20% are usually Americans. For information write: Secretary, International Summer Academy of Fine Arts, Sigmund-Hoffnergasse 16, Salzburg, Austria. *The art program is under the general supervision of Oskar Kokoschka.*

INTERNATIONAL SUMMER COURSE FOR GIRLS, TRAUNSEE  
(SALZKAMMERGUT)

This program, organized by the Austrian government, offers lectures on Austrian civilization and language classes in German, French, and English, and is open to girls between the ages of 17 and 25. They study for 3 weeks at Castle Traunsee, then spend an additional week in Vienna. The program runs from early July to early August. Total cost, including excursions and theater tickets, is about \$80. For information write: Sectionrat Hiltl, Bundesministerium für Unterricht, Minoritenplatz 5, Vienna 1, Austria.

INTERNATIONAL SUMMER COURSE, SALZBURG

Classes in German language at various levels of difficulty, including a course for beginners, and an advanced program in economics and political science, all running from early July to mid-August. Excursions are arranged, and certificates are available after examination. Tuition is about \$25, and room and board with families costs about \$85 for 4 weeks. For information write: Prof. Walter Seidlhofer, Internationale Ferienkurse für Deutsche Sprache, Residenzplatz 1, Salzburg, Austria.

INTERNATIONAL SUMMER COURSE, SEMMERING

Informal classes in elementary and intermediate German in two 3-week sessions, running from mid-July to late August. Students must be 17 years of age, and usually about 10% of the 50-odd students are Americans. A 3-day trip to Vienna is included in the overall price of about \$80. Students live in a hotel. For information write: Sekretariat für Internationale Sommerkurse, Reisebüro Donau, Lindengasse 32, Vienna 7, Austria. *This is an essentially non-academic program, sponsored by a travel agency. Classes are held in the open air in good weather, and, as the prospectus says, are "conducted in a manner suited to the spirit of a summer vacation."*

LINZ PEOPLE'S COLLEGE SUMMER COURSES, LINZ

A series of one-week courses on such topics as folklore, folk-music, and gymnastics. Students must be at least 16 years of age, and for most courses require a good knowledge of German. The all-inclusive cost is about \$15 per week. For information write: Professor Herbert Grau, Volkshochschule Linz, Volksgartenstrasse 36, Linz, Austria.

MOZARTEUM SUMMER ACADEMY, SALZBURG

This academy provides instruction for advanced students in voice and instrumental music, with classes scheduled from mid-July to late



August. Tuition runs from about \$45 to \$85; room and board in Frohnberg Castle comes to about \$2.50 to \$3 per day, and a number of excursions and concerts are included. Between 400 and 500 students attend, of whom about 10-15%, generally, are Americans. For information write: Director, International Summer Academy for Music, Schwarzstrasse 26, Salzburg, Austria.

OBERLIN COLLEGE GERMAN SUMMER SCHOOL, VIENNA

A program in German language, literature, and art, open to undergraduates with at least one year of college German. There is an advanced class for properly qualified students. Students attend classes at the Institute of European Studies, and live with families. The program runs from June to September, and includes nine weeks of classes. The cost, including transatlantic transportation, is about \$900. A number of scholarships are available. For information write: Prof. John W. Kurtz, Dept. of German, Oberlin College, Oberlin, Ohio. *This program uses American methods, but employs Austrian instructors who speak German. An academic level comparable to the high standard set at the home campus is maintained.*

UNIVERSITY OF INNSBRUCK SUMMER SCHOOL, MAYRHOFEN

This program offers four 3-week sessions from mid-June to early September dealing with the German language at various levels of difficulty, and with Austrian history and culture. A number of excursions are also provided. The all-inclusive cost is about \$80 per session. Students must be 15 years of age. For information write: Prof. Eugen Thurnher, Internationale Ferienkurses, University of Innsbruck, Innsbruck, Austria.

UNIVERSITY OF INNSBRUCK SUMMER COURSE, OBERGUGL

This unique course, which runs from mid-June to mid-September, deals with problems and techniques of mountaineering, and with Alpine life. Applicants must possess a good knowledge of German. Tuition is nominal, and room and board are available at about \$1.50 to \$2.50 per day. For information write: Geschäftsstelle des Bundessportheimes, Neue Universität, Innsbruck, Austria.

UNIVERSITY OF VIENNA SUMMER COURSE, VIENNA

German language courses at various levels of difficulty, and a series of lectures on German civilization. There are three 4-week sessions, running from early July to late September. Students must be at least 16 years of age. Of the approximately 1,800 students who usually attend, about 300, usually, are American. Tuition is about \$25, room and board in hostels and with families is about \$90-100 per month. For information write:

Dr. Richard Korn, Secretary, Wiener Internationale Hochschulkurse, Vienna 1, Austria. *The students in this large program are of all ages, abilities, and backgrounds, but the classes are small and the general attitude serious and businesslike.*

#### UNIVERSITY OF VIENNA SUMMER SCHOOL, STROBL

Classes in law, political science and other subjects, held in English, in a program which runs from mid-July to late August. There is also a program in the German language, including an "intensive" course. Students must be juniors at least, and there are prerequisites for various courses. Applicants must present an academic transcript. The cost is about \$275, including room and board in dormitories on the Strobl campus. Usually, about three-fourths of the approximately 80 students are Americans. Grades are awarded in a form suitable for students seeking to obtain academic credits. For information write: Institute of International Education, 800 2nd Avenue, New York, N. Y. *Although German is taught, this program is not intended for students primarily interested in language study. The high concentration of Americans, the isolated location of the school on an Austrian lake, and the use of English in lectures all militate against it as a language school. Although there is a tendency to minimize the importance of formal academic work, the program provides an excellent means for Americans who do not know German to sample the point of view of European professors. There is much more contact between professors and students than is usual in European universities.*

#### WHITTIER COLLEGE GERMAN SUMMER SESSION, VIENNA

A program in German language, drama, and art, open to undergraduates with one year of college German. Students attend classes at the Institute of European Studies, and live with families. The program runs from early June to the beginning of September, and includes nine weeks of classes. The cost is about \$1,200, including transatlantic transportation. For information write: Prof. William I. Schreiber, Department of German, College of Wooster, Wooster, Ohio. *This is a closely-supervised program, with classes taught by Austrians but on the model of American colleges. Nine credits may be earned.*

## BELGIUM

#### FREE UNIVERSITY OF BRUSSELS SUMMER PROGRAM, BRUSSELS

Courses in French language and literature at various levels of difficulty, in a program that runs from late July to late August. A number of excursions are arranged. Tuition is about \$20, and room and board in

dormitories costs about \$60 for the full session. There are usually about 100 students, and generally only a handful of them are Americans. For information write: Secrétaire des Cours des Vacances, Université Libre de Bruxelles, 50 ave. F. D. Roosevelt, Bruxelles, Belgium. *This small program has the advantage of having very few English-speaking students. The language commonly used among the students is French. However, the classes are too large for the effective teaching of conversational French.*

## DENMARK

### COMMITTEE FOR THE PROPAGATION OF KNOWLEDGE

#### ABOUT DENMARK ABROAD, SUMMER COURSE, COPENHAGEN

This organization offers classes in the Danish language at various levels of difficulty, and a series of lectures in English on Danish civilization. The session lasts 4 weeks, from late July to late August. A number of tours of Copenhagen and surrounding areas are arranged. Tuition charges come to about \$18, and room and board can be had for about \$70 up. Students are responsible for their own housing arrangements, but the Committee provides help in locating suitable places. Of the approximately 150 students attending, about 25% are American. For information write: Danish Student's Information Office, Studiestræde 6, Copenhagen K, Denmark. *Classes in this program are small, but the general tone of the institution does not seem conducive to serious study.*

#### INTERNATIONAL PEOPLE'S COLLEGE SUMMER PROGRAM, ELSINORE

Courses in English on various aspects of Danish life and culture. There are two 2-week sessions, running from early August to early September. The cost, including room and board at the college, is about \$15 per week. Excursions are arranged. About 100 students usually attend. For information write: Vagn H. Fenger, International People's College, Elsinore, Denmark. *This program makes no pretention of serious academic goals; the stress is on meeting people from other nations and developing international good will.*

#### SCANDINAVIAN-AMERICAN SUMMER UNIVERSITY, AALBORG

Sponsored by the U.S. National Education Association and various Danish organizations, this program provides a series of lectures, discussions, and excursions for American and Scandinavian teachers, and runs for 3 weeks in July. Some 70 teachers participate, about 30 of them Americans. For information write: Professor Logan C. Osterndorf, National Education Association, Washington, D. C.

## FINLAND

## HEIDELBERG COLLEGE SUMMER PROGRAM IN FINLAND, TURKU

This program at the University of Turku, which starts in early June and lasts until mid-August, offers courses in English on Scandinavian history, with courses in political science and Finnish as well. The cost is \$1000, and includes transportation as well as tuition, room and board. A ten-day tour of Scandinavia is integrated into the program. For information write: Dr. John I. Kolehmainen, Heidelberg College, Tiffin 4, Ohio.

## FRANCE

## ALLIANCE FRANÇAISE, PARIS

This institution offers its regular program year-round, providing courses in French language at various levels of difficulty (including a program for beginners). There is also a course in contemporary French literature, and a special course for teachers of French, running from mid-July to the end of August. Summer enrollment at the Alliance varies between 500 and 800; usually, about 10% of the students are Americans. Tuition runs about \$8-12 per month. For information write: Ecole Pratique de l'Alliance Française, 101 blvd. Raspail, Paris 6, France. *This large institution provides competent instruction in French at every level, and brings the student in contact with students from every corner of the globe. It is something of a factory, however, and lacks the spirit of an institution of higher learning.*

## AMERICAN SUMMER COURSE AT THE SORBONNE, PARIS

The University of Paris offers a special 6-week program, beginning about July 1, "designed for American students who want to acquire college credits while vacationing in Europe." The offering includes (1) courses in elementary and intermediate grammar; (2) a general course on French civilization, taught in English; (3) courses in advanced grammar, composition, and phonetics; and (4) lecture courses in French literature, drama, and art, taught entirely in French. Tours to monuments and museums, at which attendance is compulsory, are part of the regular educational program. In addition, one concert or play per week is scheduled. There are no entrance requirements. Tuition is about \$100, and students must register for a minimum of 3 courses. Each course runs about 10 hours a week and carries an equivalent of 2 credits. Certificates of attendance are awarded, and students may request that a transcript of grades be sent to their home university. About 100 students are enrolled in this program. For information, write Dr. Matoré, Cours de Civil-



isation Française, Galerie Richelieu, La Sorbonne, 47 rue des Ecoles, Paris 5, France. *This program is operated along the lines of an American undergraduate college and, being restricted to Americans, provides for no classroom contact with foreign students. Though some universities may grant credit for the program, the standards imposed are not nearly as rigorous as in regular Sorbonne courses.*

#### BRYN MAWR COLLEGE INSTITUTE OF FRENCH STUDIES, AVIGNON

This program, which runs from late June to late August, provides a series of courses in French language and civilization. Students must have the equivalent of three years of college French to be admitted. Preference is given to those planning careers in which a knowledge of French is essential. Six or seven credits may be earned. Students live in families. Field trips and theater tickets are included in the program. After six weeks of classes, there is a two week period for individual travel, followed by a five day period in Paris. The cost, not including expenses while traveling, is about \$615. For information write: Prof. Michel Guggenheim, *Institut d'Etudes Françaises d'Avignon*, Bryn Mawr College, Bryn Mawr, Pa. *This is a new program, sponsored by the Carnegie Foundation.*

#### CATHOLIC INSTITUTE SUMMER COURSE, PARIS

This institution, an independent university recognized by the French government, offers courses in French language at various levels of difficulty; in French literature, philosophy, history; and in other subjects. There is a program for beginners, and also one for teachers of French. It is a very large program, with an attendance of about 1,100 students per summer, of whom about 10%, generally, are Americans. There is a single 4-week session, in July, and the program is rather intensive; classes are held 6 days a week. Excursions and various social events are included. Diplomas are available after examination. Tuition is about \$25; room and board in dormitories runs from about \$60 to \$100 per month. For information write: Directeur des Cours d'Eté, 23 rue Cherche-Midi, Paris 6, France. *This program is open to members of all faiths. It is notable for the relatively small percentage of Americans enrolled. In general it is a good program for serious students, but is not particularly suited for beginners.*

#### CENTER FOR ADVANCED STUDY OF MEDIEVAL CIVILIZATION, POITIERS

Sponsored by the University of Poitiers, this program consists of a course of lectures on medieval France, running from mid-July to mid-August, and is open only to advanced students holding the equivalent of an M.A. at least. Applicants must also be 22 years old and able to

understand French. Two letters from medievalists and a *curriculum vitae* must be submitted. The tuition is about \$25, and room and board in a dormitory costs about \$3 per day. For information write: M. René Crozet, Directeur, Centre d'Études Supérieures de Civilisation Médiévale, 8 rue René Descartes, Poitiers, France. *A program for research specialists only. Poitiers contains a large library of medieval materials, and many European specialists participate, as well as an occasional American.*

#### CENTER FOR ADVANCED STUDY OF THE RENAISSANCE, TOURS

A course of lectures on the French renaissance, running for 3 weeks in early July, sponsored by the University of Poitiers. It is open only to advanced students holding the equivalent of an M.A. Applicants must know both French and Latin, and must present letters of recommendation from two specialists in the field. The tuition is about \$30. For information write: Secrétariat, C.E.S. Renaissance, 59 rue Nericault-Destouches,, Tours, France. *This program is for research specialists only. Many European experts participate, as well as an occasional American.*

#### CLASSROOMS ABROAD TO BESANÇON, BESANÇON

From late June to mid-August a program of French language and literature for beginners and teachers of French is held in conjunction with the Institute of French Language and Civilization of the University of Besançon. A satisfactory college transcript and two letters of reference are required for entrance. The cost of \$675 includes tuition and room and board with families. (There is a 5% reduction for teachers.) Excursions and social events are included in the program and there is a 2-week tour available at extra cost. A detailed "certificate of achievement" is obtainable for those seeking transfer credit. It is also possible to take advantage of special transatlantic transportation arrangements. For information write: Mr. John K. Simon, Director of French Branches, Classrooms Abroad, 319 Humphrey Street, New Haven, Connecticut.

#### CLASSROOMS ABROAD TO GRENOBLE, GRENOBLE

From late June to mid-August, courses in the French language at various levels of difficulty are held in conjunction with the University of Grenoble Summer School. Two letters of reference and a satisfactory college transcript are required for admission. The cost of \$675 includes tuition plus room and board with families. Excursions and social events are included. There is a 2-week tour available at extra cost. Those seeking academic credit can receive a detailed "certificate of achievement." It is also possible to obtain transatlantic transportation including shipboard orientation through this program. For information write: Mr. John K. Simon, Director

of French Branches, Classrooms Abroad, 319 Humphrey Street, New Haven, Connecticut.

#### CLASSROOMS ABROAD, PAU

The facilities of the Institute for French Studies at Pau are used in this program, running from late June to mid-August, but the program is a separate entity. Students study French for 15 hours weekly under French and American instructors, and live with families. Applicants must have some knowledge of French, and should present a college transcript and two letters of recommendation. At the end of the course a detailed "certificate of achievement" useful in obtaining college credits is available. The cost of tuition, room and board, and a number of excursions is \$675. Transatlantic transportation, which includes a shipboard orientation program, is optional, as is a two-week tour at the end of the program. For information write: Mr. John K. Simon, Director of French Branches, Classrooms Abroad, 319 Humphrey Street, New Haven, Connecticut. *This program provides good instruction and considerable personal attention to participants, at the expense of isolating them from the regular life at the Institute at Pau.*

#### COLLÈGE CÉVÈNOL SUMMER SCHOOL, LE CHAMBON-SUR-LIGNON

There are two sessions, each offering courses in French language and civilization. The July session is for younger students; the later, which lasts from mid-August to mid-September, is for university students. Students must be at least 16 years old, with at least one year of French language study. There is a comprehensive fee of about \$150 per session. For information write: American Friends of the Collège Cévenol, 110 E. 29th Street, New York 16, New York.

#### CONFERENCE ON CONTEMPORARY FRANCE, NICE

A series of lectures by prominent French authorities on various aspects of modern French life, together with practical exercises in the translation and pronunciation of French. This program runs for 4 weeks during August, and is restricted to translators, businessmen, diplomats and advanced students. There is also, however, a program for persons unable to follow lectures in French: it is held in seven languages and also provides instruction in French. An examination in the advanced course is supervised by the University of Aix-Marseille, and a diploma is awarded to those who pass it. Participants live with families but eat at a special "club" with the professors. Informal seminars follow each lecture, and discussions take place during and after meals. Usually, a fifth of the 150-odd students are Americans. Tuition is about \$15 for the advanced course

and \$20 for the elementary. Furnished rooms cost about \$60 per month, and meals at the club are about \$1 each. For information write: Secrétariat des C.D.I.T., 32 ave. Maréchal-Foch, Nice, France, or Prof. Coulet du Gard, Box 209, Kimberton, Penna.

#### CULTURAL CIRCLE OF ROYAUMONT, ASNIÈRES-SUR-OISE

A 3-week August program of lectures on French culture, intended primarily for artists and writers. A good knowledge of French is required. The cost, including room and board at the Abbey of Royaumont, is about \$100. For information write: Director, Cercle Culturel de Royaumont, Asnières-sur-Oise, France. *According to its prospectus, this is "a leisurely-paced course," about half the time being devoted to tours and excursions and concerts at the Abbey.*

#### ECOLE DU LOUVRE VACATION COURSE, PARIS

The Ecole du Louvre offers two 2-week courses in art history during July. These lecture courses, combined with visits to museums, require a good understanding of French and some knowledge of art history. Tuition is about \$16 per course. Usually, about 25% of the 100-odd students are Americans. For information write: Le Secrétaire de l'Ecole du Louvre, 34 quai du Louvre, Paris 1, France. *A first-rate program of high-level, well-integrated lectures, each series given by an authority in the field.*

#### ECOLE SUPERIEURE DE PREPARATION ET DE PERFECTIONNEMENT DES PROFESSEURS DE FRANÇAIS A L'ÉTRANGER (E.S.P.P.P.F.E.) (SUMMER SCHOOL FOR FOREIGN TEACHERS OF FRENCH, PARIS)

This school, connected with the Sorbonne, offers a 5-week summer session (early July to mid-August) for teachers and advanced students of French, with two main courses: (1) language study, including exercises in translation, pronunciation, and conversation on a medium, advanced, and very advanced level; and (2) lectures and seminars in contemporary French literature, including the novel, poetry, and drama. Each course runs about 18 hours per week, and tuition is about \$25-\$50. The entrance requirements are junior standing at least, and a good working knowledge of French. Certificates are granted upon examination, and a diploma in French language and literature is awarded upon successful completion of two summer sessions. Approximately one-third of the students are Americans. For information, write Mme. Lanson-Marin, Secrétaire-Générale, E.S.P.P.P.F.E., 46 rue St. Jacques, Paris 5, France. *A worthwhile program for serious students, especially American teachers of French language and literature. For a valuable supplement to this course, see the offerings of the Institute of Phonetics.*



EUROPEAN COLLEGE OF SOCIAL AND ECONOMIC SCIENCE,  
SUMMER COURSE, PARIS

This private college offers a 4-week course of lectures and discussions on contemporary European society. When 20 or more English-speaking students enroll, a special section is organized in that language. Otherwise knowledge of French is necessary. There are visits to historic places and important factories in the area, and the fourth week of the program consists of an extensive optional tour to the sites of various international organizations. A diploma is awarded after examination. Tuition is about \$110 including the tour (slightly higher in the English-language section), or about \$65 for the 3 weeks of lectures. About a third of the hundred-odd students are Americans. For information, write College Européen des Sciences Sociales et Economiques, 184 blvd. Saint-Germain, Paris 6, France. *This program centers around a fairly close-knit subject, but the system of lectures by a large number of different specialists makes it difficult to maintain unity and continuity. A considerable number of French students participate.*

## INSTITUT D'ETUDES POLITIQUES SUMMER COURSE, PARIS

This institute of the University of Paris offers a 2-week, late July course of lectures and discussions on political, economic, social, and cultural problems, and is given entirely in English. A program of guided tours complements the lectures. The only admission requirement is university standing. Generally about 45 students, practically all of whom are Americans, participate. A certificate is available upon examination. Tuition is about \$30, and students must make their own arrangements for room and board. For information, write Office du Tourisme Universitaire, 972 Fifth Avenue, New York 21, New York. *A brief, general, and rather superficial orientation and briefing program on French current events. Though presented by the Institute, the course is organized by the university tourist office and does not seem to be suitable for academic credit.*

## INSTITUT DU PANTHÉON VACATION COURSE, PARIS

This independent institute offers three 3-week summer sessions, starting in early July and running until late September, for the "applied" or "practical" study of the French language. There are 5 sections, ranging in difficulty from "elementary" to "advanced." Classes are restricted to 12 students each. Primary emphasis is on grammar, vocabulary, conversation, and pronunciation drills, and there are no entrance requirements. Tuition is about \$25 per session, and \$60 for the whole summer. Private lessons are available at extra cost, and a certificate of attendance is awarded. About a fourth of the students are American. For information,

write: M. le Directeur, l'Institut du Panthéon, 31 rue du Sommerard, Paris 5, France. *This program emphasizes practical language training, and is primarily suited to younger students.*

#### INSTITUTE OF FOREIGN STUDENTS, MONTPELLIER

Courses in French language, history, and literature, including one for beginners. There are about 24 hours of classes per week, and the program, unlike most French vacation courses, takes place from early September to mid-October, primarily because Montpellier is extremely hot in the summer months. There is a language laboratory available, and various excursions are provided. A diploma is available after examination. About 20% of the 200-odd students are Americans. Tuition is about \$20, room and board in dormitories and student restaurants about \$55-\$60 per month. For information, write: Secrétaire de l'Institut des Etudiants Etrangers, Faculté des Lettres, 14 rue du Cardinal-de-Cabrières, Montpellier, France. *Useful for students who intend to study independently at a French university during the regular academic year, since it ends shortly before the regular sessions start. It has the disadvantage, however, of being located in a region where the people speak a very poor quality of French.*

#### INSTITUTE OF FRENCH LANGUAGE AND CIVILIZATION, BESANÇON

Four-week courses in French at various levels of difficulty, including a course for beginners and one for teachers of French. There is also a program of lectures on contemporary France. Students must be at least 16 years of age. Diplomas are available after examination, and excursions are arranged. Tuition runs from about \$30-\$35, room and board in dormitories comes to about \$90 for four weeks. The Besançon language laboratory is available for beginning students. For information, write: M. le Secrétaire des Cours d'Eté, Université de Besançon, 30 rue Mégevand, Besançon, France.

#### INSTITUTE OF FRENCH STUDIES FOR FOREIGNERS, PAU

This institute, under the joint control of the overlapping Universities of Bordeaux and Toulouse, offers a series of 3-and 4-week sessions between mid-July and the end of August. Courses in French language are offered at various levels of difficulty, along with an advanced program of language and French civilization for teachers of French. Diplomas are available after examination. Of the 700-odd students, about 10-20% are American. No previous knowledge of French is required for the beginner's course, held separately at a lycée, but students must be at least 17 years of age. An extensive program of excursions is provided. The cost, including room and board in dormitories and families for the full 6 weeks, is about \$130-\$160.

For information, write: M. Pierre Dudouit, Institut des Lettres, Villa Formose, Allée de Morlaas, Pau, France. *This program is apparently more closely supervised by the sponsoring universities than is common among French summer schools. Classes are relatively small and a modern language laboratory is available. There is an additional advantage: about 100 French students, participants in a program of British and North American studies held concurrently at the Institute, are in frequent contact with students in the French language programs.*

#### INSTITUTE OF FRENCH STUDIES, LA ROCHELLE

This institute, nominally under the jurisdiction of the University of Poitiers, offers courses in French language at various levels of difficulty, and a course in French literature for advanced students. There are 15 hours of classes per week. The program runs from early July to late August, but students may enroll for as brief a period as 2 weeks. The minimum age is 17. Tuition for the full course is about \$65, room and board in dormitories costs about \$3 a day. A number of excursions are included, and advanced students may win a diploma after passing an examination. About 15% of the 300-odd students are American. For information, write: M. R. Gautier, Directeur, L'Institut d'Études Françaises, 14 rue du Palais, La Rochelle, France. *This school would seem to be especially suited for younger students and beginners, since classes are relatively small and there is more supervision of the students than at most French summer schools. In addition, a small number of French students eat with the participants and provide general guidance.*

#### INSTITUTE OF FRENCH STUDIES, TOURS

Courses in the French language at various levels of difficulty, and a program of lectures on French civilization for advanced students, offered by an institute nominally under the control of the University of Poitiers. Three one-month sessions during the summer, with 15 hours of classes per week, and a number of excursions and social events. There are no entrance requirements. Students range in age from the mid-teens to the sixties. Diplomas are available after examination and an extensive description of the work covered is provided for students seeking to transfer credit to U.S. colleges. Tuition is about \$20 per session, and room and board, with families and in furnished rooms, run about \$3.50-\$4.00 per day. Of the 1,500 students who attend during the summer, about 20% are Americans. For information write: Professor Raymond Sableaux, Institut de Touraine, 1 rue de la Grandière, Tours, France. *This large institution offers good but rather old-fashioned instruction in French, and is located in an area where most people speak French with an excellent accent.*

*However, the classes are rather large, and little effort is made to command the students' attention. Although many, of course, are hard-working, other students, characterized by one American professor as "lotus eaters," pay little attention to study and provide a disturbing influence.*

#### INSTITUTE OF HYDROLOGY SUMMER PROGRAM, CLERMONT-FERRAND

From late August to early September, a course in therapeutic hydrology for medical students is offered. The program includes visits to various health spas in the area, and is open only to M.D.'s or students of advanced standing in medical schools. The tuition comes to about \$40; tuition *plus room and board* to about \$75. For information write: M. le Directeur des Cours de Vacances d'Hydrologie, Université de Clermont-Ferrand, Faculté de Médecine, blvd. Gergovia, Clermont-Ferrand, France.

#### INSTITUTE OF PHONETICS VACATION COURSE, PARIS

Two 3-week sessions dealing with the pronunciation and intonation of the French language, running from mid-June to the end of July, offered by an institute that is a part of the University of Paris. No formal entrance requirements, but because of the specialized nature of the program, considerable knowledge of French is necessary. About 25% of the 200-odd students are Americans. The work is essentially practical in nature. The tuition is about \$11 per session. For information write: Secrétariat, Institute de Phonétique, 19 rue des Bernardins, Paris 5, France. *Recommended for advanced students interested in improving their pronunciation, especially when taken in conjunction with such courses as the E.S.P.P.P.F.E. offers.*

#### INTERNATIONAL CENTER OF FRENCH STUDIES, NICE

Daily lectures on philology, phonetics, syntax, and French civilization, at an institute established by the University of Aix-Marseille. Two one-month sessions are held in July and August, and applicants 18 years of age are accepted, but there is no program for beginners. Afternoon conversation classes are also offered. There are about 150 students at each session; usually, 20% of them Americans. A diploma is awarded after examination. The tuition is about \$12 per session; room and board at the Center costs about \$3 per day. For information write: M. Emile Ménager, Secrétaire Général du Centre International d'Etudes Françaises, 65 promenade des Anglais, Nice, France. *Although this program is designed primarily for teachers of French, a majority of the students are not actually teachers. There is little opportunity for contact with French students, since the center is a self-contained unit on the outskirts of Nice.*



## INTERNATIONAL COLLEGE, CANNES

This college, an institute established by the University of Aix-Marseille, offers one-month sessions in July and August, comprising courses in French literature and civilization for advanced students, and a French language course at various levels of difficulty (including a section for beginners). This is a very large institution attended by over 1,000 students each summer; about 15% are Americans. Most students live and eat in dormitories; rooms and *pensions* are scarce and relatively expensive. Excursions and social events are arranged. Tuition is about \$15 per session, room and board about \$3 per day. For information write: M. Marcel Gautier, Secrétaire Général du Collège International de Cannes, 4 bis Montée Carabacel, Nice, France. *This program makes special arrangements for students seeking credit at U.S. colleges; attendance is taken to insure participation, and a detailed record of achievement is made available. However, classes are extremely large for elementary and intermediate language instruction, and many students find the diversions of a resort town distracting. Contacts with French students seem to be non-existent.*

## INTERNATIONAL SUMMER ACADEMY, NICE

Training in music and dramatics for advanced students, under the supervision of the French Ministry of Cultural Affairs. Informal language instruction is also available. The program runs from early July to the middle of August, there being two 3-week sessions. Tuition varies with the nature of each student's work, running from about \$20 to \$40. Room and board with families costs about \$4-\$5 per day. Diplomas are awarded to outstanding students after public auditions at the end of the program. For information write: M. Fernand Oubradous, Académie Internationale de Musique, 24 blvd. de Cimiez, Nice, France, or Secrétariat, Académie Internationale de Musique, 89 bis avenue Sainte-Marie, Sainte-Mandé, France. *This program would be useful only to professional musicians and advanced students. Knowledge of French is essential.*

## INTERNATIONAL UNIVERSITY OF THE PYRENEES, USTARITZ

Sponsored by the Catholic University of Toulouse, this late July to late August program deals with some theme related to contemporary civilization. There is also an optional course in French language for advanced students. Tuition is about \$25-\$30, including the language course. Room and board is provided in dormitories and in furnished rooms at about \$3-\$4 per day, and a number of excursions and social affairs are provided. About 10% of the 100-odd students are Americans. For information write: Secrétariat de l'Université Internationale des Pyrénées,

31 rue de la Fonderie, Toulouse, France. *This program is for students with a good knowledge of French. It has the advantage of being attended by a considerable number of French students (about 25%), since it is not primarily a language school.*

#### INTERNATIONAL VACATION COURSE, CAEN

This program, sponsored by the University of Caen, offers a 4-week session of classes in French language and civilization at various levels of difficulty, and an advanced course in French civilization. Students must be between 18 and 50 years of age. They live in dormitories and eat at the university restaurant. The inclusive cost is about \$120, and enrollment for less than 4 weeks is not permitted. A number of excursions and social events are included in the general fee, with diplomas available after examination. For information write: M. J. Collin, Secrétaire du Cours International de Vacances, rue du Gallion, Caen, France. *This is an unusually well-organized program. Enrollment is limited to 250, of whom no more than 50 may be from any one nation. Usually, about 30 are Americans. There is a student government, and considerable contact outside of classes between students and faculty. Classes are moderate in size.*

#### SARAH LAWRENCE SUMMER SESSION, PARIS

This program, sponsored by Sarah Lawrence but open to girls of other U.S. colleges, offers courses in modern French civilization (held in English) and in French. Students must present two letters of recommendation upon applying but there is no language requirement. The program lasts from late June to the end of July, and the students earn 4 credits. They live and attend classes at a *lycée*. The cost, including tuition, room and board, and two excursions is about \$425. For information write: Director of Summer Sessions, Sarah Lawrence College, Bronxville, New York. *This program provides American-type classes in a European setting at the expense of isolating the students from the French educational system and from contact with other foreigners as well.*

#### SCHOOL OF MUSIC AND FINE ARTS, FONTAINBLEAU

Summer courses in architecture, music, and painting. Although students as young as 17 are accepted, some experience (as well as talent) is considered important; it is assumed that in each area the students know the fundamentals and that they are seeking a different point of view rather than new information. There are no language requirements, lectures in foreign tongues being translated into English. Rudimentary instruction in French is available. The cost is about \$925, including transportation from New York, tuition, and room and board at the school. There is also

an extended tour for architecture students. Nearly all the 140-odd students are Americans. For information write: Fontainebleau Association, 122 E. 58th Street, New York 22, New York. *This school is located within the chateau at Fontainebleau and provides excellent facilities for study. The students, however, are rather isolated from French life.*

SUMMER SCHOOL OF THEORETICAL PHYSICS, LES HOUCHEs (UNIVERSITY OF GRENOBLE)

From early July to late August, a series of lectures on some aspect of physics is given in French and English. Students must have a knowledge of advanced physics and some knowledge of French. Tuition is free, but room and board come to about \$115. For information write: M. Roland Omnès, Directeur des Etudes, Ecole de Physique Théorique, 28 place Dupleix, Paris 15, France.

SYRACUSE UNIVERSITY SUMMER FRENCH PROGRAM, CAEN

A course in the French language offered from late June to late August. Applicants must be juniors at least, with a good understanding of French. It is also open to teachers. The cost comes to about \$800, which includes transportation as well as tuition and room and board with families. Extended visits to Paris and the vacation center of St. Aygulf are integrated into the program. Credit is available to the student. For information write: French Department, University of Syracuse, 610 E. Fayette Street, Syracuse 3, New York.

UNIVERSITY OF DIJON VACATION COURSE FOR FOREIGNERS, DIJON

This program, organized under the Faculté des Lettres, offers two one-month courses in French at various levels of difficulty, and a series of lectures on different aspects of French civilization. There is no program for beginners. Of the 400-odd students, about 5% are usually American. Tuition is about \$20 for the full 8 weeks. Room and board in dormitories cost about \$60 a month. Excursions and social events are arranged. Diplomas are awarded after examination. For information write: M. le Directeur des Cours de Vacances, 36 rue Chabot-Charny, Dijon, France. *This program is notable for the low percentage of Americans generally enrolled. There are relatively few distractions and the general mood of the institution is businesslike and serious.*

UNIVERSITY OF GRENOBLE SUMMER PROGRAM, GRENOBLE

This program, presented in the heart of the French Alps, runs from the beginning of July to the middle of September, and offers courses in the French language at various levels of difficulty, as well as lectures on

French civilization. Students must be at least 16 years of age, with some prior knowledge of French, and they must enroll for a minimum of 2 weeks. Tuition is about \$25, and room and board in university dormitories or pensions costs a minimum of \$3.50 per day. About 1,500 students usually attend, and of these approximately 15% are Americans. For information, write M. le Secrétaire Général du Comité de Patronage des Etudiants Etrangers, Faculté des Lettres, Place de Verdun, Grenoble France. *This program, consistently one of the most popular in France, is well planned, administered, and staffed. A disadvantage is the large number of English-speaking participants.*

#### UNIVERSITY OF LILLE SUMMER COURSE, BOULOGNE-SUR-MER

A program of courses in French language and civilization at various levels of difficulty. There is a course for beginners. The program lasts from mid-July to late August, but students may enroll for as few as 2 weeks. They live in dormitories or in families, and a diploma is available after examination. There are very few Americans among the hundred-odd generally enrolled. Tuition is about \$20 for 6 weeks, room and board about \$3 per day. For information write: Directeur des Cours des Vacances, Faculté des Lettres, Université de Lille, 9 rue Auguste-Angelier, Lille, France. *This program has the disadvantage of being located in a seaside resort heavily patronized by British vacationers. The city is practically bilingual.*

#### UNIVERSITY OF LYON SUMMER PROGRAM, LYON

This 5-week program, given in the ancient capital of Gaul, runs from mid-September to mid-October, and offers courses in the French language on various levels of difficulty, along with lectures on French civilization. Tuition is about \$25, and room and board with families costs from \$45 to \$80 per month. Only a handful of the 100-odd students are Americans. For information, write Secrétariat Général des Cours pour Etrangers, 18 quai Claude-Bernard, Lyon, France. *A useful program for students planning to enroll in French universities. The low percentage of Americans is an added advantage.*

#### UNIVERSITY OF MISSISSIPPI SUMMER SCHOOL, AUBIGNY

This 8-week session from late June to late August offers courses in French language and civilization. The cost is about \$1,300, including transportation as well as tuition and room and board in a hotel. This program includes an extended tour of Europe after the course is concluded. Credit is available to the participants. For information write: Professor William E. Strickland, Dept. of Modern Languages, University of Mississippi, University, Mississippi.



## UNIVERSITY OF NANCY SUMMER COURSE, GÉRARDMER

This one-month program, running from mid-July to mid-August, offers classes in French for intermediate and advanced level students only. Students live in dormitories, and a number of French students participate in the program to encourage the speaking of French at all times. About 20% of the 70-odd students are Americans. The total cost, including a number of excursions, is about \$110. For information write: Secrétariat du Doyen de la Faculté des Lettres, 13 place Carnot, Nancy, France.

## UNIVERSITY OF OREGON FOREIGN LANGUAGE INSTITUTE, TOURS

This is a special program organized under the Defense Education Act. It provides U.S. high school teachers of French, selected from those who have completed an introductory course in the United States, with a 9-week intensive program (24 hours per week) in the French language. The cost is about \$775, and includes transportation, tuition, housing with families and in hotels, meals at a student restaurant, and two extensive tours as well as a number of shorter excursions. Most of this cost is borne by grants made to all successful applicants under the Act. A language laboratory is used in the instruction, and 8 semester hours of graduate credit is available. A diploma is awarded after examination. About 80 students, all Americans, participate. For information write: Professor David A. Dougherty, French Institute, University of Oregon, Eugene, Oregon.

## UNIVERSITY OF PARIS SUMMER SCHOOL FOR FOREIGNERS, PARIS

The University of Paris offers one-month and 6-week summer sessions for foreigners, starting about mid-July. The offering consists of (1) an intensive language course at various levels of difficulty, meeting 15 hours per week; (2) lecture courses on French literature, fine arts, and philosophy, history, and economics, each meeting 5 hours per week. Visits to monuments, museums, art galleries, etc., are an integral part of the program. Supplementary courses in translation and phonetics are available at extra cost. There are no entrance requirements. Tuition for the one-month session is about \$25, and for the 6-week session \$40. Certificates of attendance are granted, and diplomas are awarded to those students taking the final examinations. About one-fourth of the student body (usually around 1,500 is American. For further information, write to Dr. Matoré, Cours de Civilisation Française, Galerie Richelieu, La Sorbonne, 47 rue des Ecoles, Paris 5, France.

## UNIVERSITY OF RENNES SUMMER COURSE, ST. MALO

A course in elementary French and a more advanced program of courses in French literature at various levels of difficulty. There is also

a program for teachers of French. The program runs from mid-July to late August, and is divided into two 3-week sessions. Various excursions and social events are provided. Tuition is about \$11 per session, room and board with families run about \$3 per day. Of the 500-odd students, generally under 10% are Americans. For information write: M. Marache, Cours d'Été de l'Université, Faculté des Lettres, Place Hoche, Rennes, France.

#### UNIVERSITY OF STRASBOURG SUMMER COURSE, STRASBOURG

Courses in French language at various levels of difficulty, including courses for beginners and for teachers of French, and a series of lectures on French civilization. There is a parallel program of instruction in German in this bilingual city. The program runs from early June to mid-September. Diplomas are available after examination, and a number of excursions and social events are arranged. Students must be at least 16 years of age. There are about 500 students in the French program, and 100 in the German; of these, about 10% are usually Americans. The cost, including room and board in dormitories, is about \$20 a week. For information write: Secrétariat des Cours d'Été, Palais de l'Université, Strasbourg, France. *This program is situated in a moderately-sized, well-located city, and relatively few Americans attend. Students in the university dormitories report excellent opportunities to meet French students in residence there. The length of the program makes it possible for a beginner to make substantial progress if he remains for the full 10 weeks. The chief drawback is the large size of the classes, especially during the early weeks of the session.*

## GERMANY

#### CLASSROOMS ABROAD TO BERLIN, BERLIN

Courses in German language, history, and literature at various levels of difficulty are offered from mid-June to early August. A satisfactory college transcript and two letters of recommendation are required for entrance. The cost of \$675 includes tuition, housing with families and meals with families and in restaurants. Excursions, social events and two theater tickets per week are included in the program. Transatlantic transportation is arranged. A detailed "certificate of achievement" is obtainable for those wishing to transfer credit. Participants may attend lecture courses at the Free University of Berlin, and there is a special two-week tour at extra cost. For information write: Dr. Frank D. Hirschbach, Box 4171 University Station, Minneapolis 14, Minnesota.

## CLASSROOMS ABROAD TO TÜBINGEN, TÜBINGEN

A course in German for beginners, running from mid-June to early August, and open to high school and college students. Two letters of recommendation plus a satisfactory high school or college transcript are required for entrance. The cost of about \$675 includes tuition and room and board with families. Excursions, social events and theater tickets are included. A special 2-week tour is available at extra cost. For those desiring to transfer credit, a detailed "certificate of achievement" is available. It is also possible to take advantage of special transatlantic transportation arrangements. For information write: Dr. Frank D. Hirschbach, Box 4171 University Station, Minneapolis 14, Minnesota.

## FRITJOF NANSEN HAUS SUMMER COURSE, GÖTTINGEN

Courses in German language and culture, and a program of lectures on international affairs, from early August to late September. Tuition is about \$45, room and board about \$85. A 9-day trip to Berlin is available at extra cost. For information write: Fritjof Nansen Haus, Merkelstrasse 4, Göttingen, Germany.

## GOETHE-INSTITUT LANGUAGE COURSES FOR FOREIGNERS, MUNICH

This institute, operating through 14 study centers located in small West German towns, offers 8-week courses, at various levels of difficulty, in the German language. The program extends from early July to late August, and its primary purpose is to give beginners intensive training in the understanding and use of modern conversational German. Foreigners preparing themselves for study at a German university may choose to register for two eight-week sessions. The program consists of 33 class hours per week. The only entrance requirement is a minimum age of 18. Tuition, room, and board cost about \$250, and an additional \$20 during the winter months. For information, write Goethe-Institut, Lenbachplatz 3, Munich, Germany. *This is an excellent program for teaching German to beginners. The location of the study-centers in small towns not only gives the student a pervasive exposure to the language but also brings him into closer contact with German life. An added advantage is the small size of classes.*

## GOETHE-INSTITUT SUMMER COURSE FOR TEACHERS, MUNICH

The institute offers a series of 3-week "refresher" courses for teachers of German, running from early July to mid-September, in major cities like Munich, Nürnberg, Stuttgart, Lübeck, and Bonn. An additional one-week guided study tour to Berlin is an optional part of the course. The primary purpose of this course is not to perfect the participant's command of the

language, but rather to afford him general exposure to German life and culture through lectures, discussions, and excursions. A diploma is available upon examination. About 30 participants attend each session, and of these as many as ten are usually Americans. Tuition plus room and board in a pension cost about \$100. For information, write Goethe-Institut, Lenbachplatz 3, Munich, Germany. *The virtue of this course is that it provides teachers of German with a general and introductory orientation to German life, but it is not sufficiently long, intensive, or systematic to be very effective.*

#### INTERNATIONAL SUMMER COURSE, MUNICH

This 3-week course, starting about August 1, and sponsored by Munich's institutions of higher learning, consists of lectures on Germany's role in the postwar world as well as informal excursions and guided visits to places of historic interest. The course is open to students with a good working knowledge of German. Total cost, including tuition, room and board in modern dormitories, and excursions, is about \$50. (Participants may spend an additional week in an Alpine hostel near Berchtesgaden for an additional \$20). About 75 attend, and of these about 5 percent are Americans. For information, write Akademische Auslandsstelle München E.V., Veterinärstrasse 1, Munich, Germany. *This program provides a journalistic orientation session on postwar Germany. The lectures, though presented by leading personalities, do not add up to an integrated course. The emphasis throughout is nonacademic.*

#### KRANICHSTEINER MUSIKINSTITUT, DARMSTADT

Courses in modern music (including composition, conducting, and theory) from late August to mid-September. Tuition is about \$25, room and board about \$40. For information write: Magistrat der Stadt, Kranichsteiner Musikinstitut, Roquetteweg 31, Darmstadt, Germany.

#### MUSICAL YOUTH OF GERMANY, SCHLOSS WEIKERSHEIM, WÜRTTEMBERG

This program runs from late July to mid-September, and offers courses in chamber music, orchestra, and opera—taught in German, English, and French. Students must be at least 16 years of age. Tuition, room, and board cost about \$120. For information, write Musikalische Jugend Deutschlands, Neuhauserstrasse 16, Munich 2, Germany.

#### STANFORD UNIVERSITY FOREIGN LANGUAGE INSTITUTE, BAD BOLL

Established under the Defense Education Act this institute provides an intensive 9-week course in German for teachers, and extends from mid-



June to mid-August. Applicants must have completed previously a similar summer institute course held in the United States. In addition to formal language study, students develop research projects on such subjects as German education and German religious life. The cost, including transatlantic transportation, is \$675, of which all but \$100 is provided by government scholarships. Students live and study at a German academy, and a number of excursions are included. For information write: Prof. Frederick Strothmann, German Department, Stanford University, Palo Alto, California. *This program maintains high academic standards. A considerable interchange between the students and German academic personnel and other intellectuals resident at the Academy has been developed. However, the relative isolation of the students from most currents of German life, and the difficult dialect spoken by local people in the Bad Boll area, are disadvantages.*

#### STUTTGART TECHNICAL UNIVERSITY SUMMER PROGRAM, STUTTGART

This one-month program, starting late in June, consists of a series of lectures on science and technology, architecture, economics, philosophy, and literature; plant visits and excursions; and courses in the German language for beginners and advanced students. The entrance requirements are junior standing at least, and some knowledge of German. Tuition, room and board cost about \$70. For information, write Büro für Ferienkurse, Technische Hochschule Stuttgart, Keplerstrasse 11, Stuttgart, Germany.

#### SUMMER VACATION COURSE IN ART, ROTHENBURG O/D TAUBER

This program, sponsored by the Tourist Association of Rothenburg, offers a series of 2-week sessions in painting from May through September. Entrance requirements include a minimum age of 16 and a knowledge of German. Tuition, room and board total about \$60. For information, write Verkehrsverein e.V., Rothenburg o/d Tauber, Germany.

#### SUMMER VACATION COURSE, ÜBERLINGEN

This program at Überlingen on Lake Constance offers a series of one-month sessions in the German language, between early July and late October. Each session has classes for beginners, advanced students, and teachers of German. Tours of the town and excursions are included. Participants must be at least 15 years of age. About 80 students attend each session, and roughly 5 percent are Americans. Tuition is about \$30, and room and board with families costs about \$3 per day. For information, write Ausländer-Ferienkurse, Überlingen am Bodensee, Germany. *This is a non-university program which has the advantage of small classes and*

*a small percentage of English-speaking participants, but according to student reports, academic standards are low, discipline lax, and the general mood of the institution not conducive to study.*

UNIVERSITY OF BONN INTERNATIONAL VACATION COURSE, BONN

This 2-week program, starting about the middle of July—and intended primarily for foreign students, teachers, scholars, and journalists—consists of lectures and discussions on current political, economic, and cultural problems. Extensive visits to various educational institutions and governmental offices are designed to acquaint participants with Germany's position in the postwar world. Since lectures and discussions are in German, a working knowledge of the language is an absolute prerequisite for participation. Tuition costs about \$50, and participants must make their own arrangements for room and board (a minimum of \$40 for the two-week session). About 100 persons attend, and of these roughly 40 are Americans. For information, write Akademisches Auslandsamt der Universität Bonn, Koblenzerstrasse 24-26, Bonn, Germany. *The lectures are delivered by leading parliamentarians, party officials, union leaders, economists, journalists and university professors. The program is not—and is not intended to be—an academic undertaking.*

UNIVERSITY OF BONN SUMMER PROGRAM, BONN

This three-week program in German language and civilization, starting about August 1, is offered in the famous Rhineland city which is now the capital of Germany. Language courses at all levels of difficulty are supplemented by lectures and seminars on literature, linguistics, art, politics, etc. Classes are small (15-20), and each seminar group works on one topic for the duration of the course. A diploma is available upon examination. Tuition costs about \$45, and room and board in dormitories or private homes about \$60. Not all students requesting space in dormitories can be accommodated. About 240 attend, and of these about 20 percent are usually Americans. For information, write Akademisches Auslandsamt der Universität Bonn, Koblenzerstrasse 24-26, Bonn, Germany. *This is a serious, well-run program, especially suitable for beginners and intermediate students of German. For those interested in economics and politics, the proximity to the German seat of government also affords unusual advantages.*

UNIVERSITY OF COLOGNE LANGUAGE COURSE, COLOGNE

This is a 2-month program in September and October, offering courses in the German language at various levels of difficulty. Students must be at least 17 years of age. Tuition is about \$7, room and board in dormitories

and families about \$95 per month. For information write: Akademisches Auslandsamt, Universitätsstrasse 16, Cologne, Germany.

#### UNIVERSITY OF FRANKFURT SUMMER PROGRAM, FRANKFURT

This 4-week program in German language and literature, beginning about August 1, offers courses at various levels of difficulty, including a course for teachers and specialists in *Germanistik*. Entrance requirements call for a minimum age of 18, university standing, and some knowledge of German (even for the elementary course). A diploma is available upon examination, but only to students in the intermediate and advanced sections. Tuition costs about \$25 (including excursions), and room and board in student dormitories and restaurants an additional \$100. About 130 students attend, and usually about 10 percent of these are Americans. For information, write Akademische Auslandsstelle, University of Frankfurt, Mertonstrasse 17, Frankfurt a.M., Germany. *This program places major emphasis on literature, offering a different major theme each year, and is most suitable for students on the intermediate and moderately advanced levels. One advantage of the program is the group of about 15 German university students who act as tutor-guides for the participants.*

#### UNIVERSITY OF FREIBURG SUMMER PROGRAM, FREIBURG

This one-month program, given in August, offers intensive courses in the German language and lectures on German civilization. To be admitted, students must be at least 18 years of age, with a good knowledge of German. Certificates are available upon examination. Normally, about 200 attend; and of these, roughly 15 percent are Americans. Tuition is about \$35, and room and board an additional \$75. For information, write Akademisches Auslandsamt der Universität Freiburg, Belfortstrasse 11, Freiburg im Breisgau, Germany.

#### UNIVERSITY OF HAMBURG SUMMER PROGRAM, HAMBURG

This 3-week session, starting at the beginning of August, is intended primarily for teachers of German and specialists in Germanic studies. While there are courses in German literature, the main emphasis is on phonetics, intonation, and modern methods of teaching German to foreigners. Lectures are given in fairly large sections (about 70), but language classes are held to about 15 and are broken down by nationality groups. A modern language laboratory is available to participants, and its use as an instructional device receives considerable attention. Total cost of the program, including tuition, lodging with Hamburg teacher families, and two meals a day is about \$90. Approximately 70 students attend, and

generally about 10 percent of these are Americans. *This seems to be an excellent program for linguists and teachers of German who want a refresher course in the most modern methods of teaching German to foreigners. The lectures on German literature are only an ancillary part of the program. A major strong point of the program is housing—most of the participants live with the families of teachers in the Hamburg area.*

#### UNIVERSITY OF HAMBURG SUMMER PROGRAM IN MEDICINE, HAMBURG

This 3-week program in internal medicine, starting about the middle of July, is conducted in English and is designed for clinical students. To be admitted, participants must be at least 20 years of age. Normally, attendance is limited to 30. Tuition, housing with families, and two meals a day cost about \$60. For information, write Akademische Auslandsstelle, Hamburg, Schlüterstrasse 7, Hamburg 13, Germany.

#### UNIVERSITY OF HEIDELBERG SUMMER PROGRAM, HEIDELBERG

This 4-week course in German language and literature, starting about the beginning of August, is offered in one of Germany's most charming and picturesque university cities. In addition to language courses at various levels of difficulty, there is a course for teachers and specialists in *Germanistik*. Extensive excursions and extracurricular activities are part of the program. Diplomas are available upon examination. Entrance requirements include university standing and a minimum age of 18. Tuition is about \$25, and room and board in private homes about \$75 for the course. About 600 students attend, and usually 80 of these are Americans. For information, write Akademisches Auslandsamt, Universität Heidelberg, Grabengasse 14, Heidelberg, Germany. *Though consistently one of the most popular summer schools in Europe, this program suffers from large classes, an above-average number of Americans, and a pervasive holiday atmosphere. Also, the presence of countless tourists and the proximity of the European Headquarters of the U.S. Army make Heidelberg less than an ideal place for contact with German life.*

#### UNIVERSITY OF KIEL SUMMER PROGRAM, KIEL

This 3-week program, running from late June to late July, offers courses in German language and civilization. Language courses at various levels of difficulty are supplemented by lectures on "Contemporary Germany." Participants must be 19 years of age. Tuition, room and board cost about \$75. About 80 attend; usually about 10 are Americans. For information, write Ferienkursbüro der Universität Kiel, Olshausenstrasse 40-60, Kiel, Germany.



## UNIVERSITY OF MAINZ SUMMER PROGRAM, MAINZ

This 3-week program in German language and civilization, starting about the beginning of August, takes place in the ancient Rhine city of Mainz. Language courses on various levels of difficulty are supplemented by a series of lectures on diverse topics. A minimum age of 18, and some knowledge of German, are among the entrance requirements. Tuition, room and board in student hostels cost about \$75. About 120 attend, including a handful of Americans. For information, write Akademisches Auslandsamt der Universität Mainz, Saarstrasse 21, Mainz, Germany. *One advantage of this program is the small percentage of English-speaking participants.*

## UNIVERSITY OF MARBURG SUMMER PROGRAM, MARBURG

This 3-week program, starting in mid-July, offers courses in German language and civilization. The lectures revolve around the central theme of "Germany and Europe." Participants must be 18 years of age. Tuition, and room and board in homes and boarding houses totals about \$75. About 100 students attend, about 5 percent being Americans. For information, write Internationaler Ferienkurs, Philipps-Universität, Beigenstrasse 10, Marburg (Lahn), Germany. *An advantage of this course, too, is the small percentage of English-speaking participants.*

## UNIVERSITY OF MUNICH SUMMER PROGRAM, MUNICH

This one-month course, starting about August 1, offers intermediate and advanced courses in the German language, seminars in German literature, and lectures on German history and civilization. It also provides an extensive schedule of city tours and weekend excursions. Since there is no course for beginners, a fair knowledge of German is a prerequisite. Diplomas are available upon examination, but only to those registered in the advanced sections. About 125 students attend, roughly 10 percent being Americans. Tuition is about \$25, and room and board about \$3.50 per day. Two-thirds of the students live in university dormitories, but all must make their own arrangements for board. For information, write Deutschkurse für Ausländer, Adelheidstrasse 13, Munich 13, Germany. *This program offers good instruction for intermediate students of German, but suffers from its location in a big city where many people speak English and where American tourists and GIs are plentiful.*

## UNIVERSITY OF MÜNSTER SUMMER PROGRAM, MÜNSTER

This 3-week program, starting at the beginning of August and designed especially for specialists in *Germanistik*, offers a monographic course in German literature which deals with a different field every year (drama,

poetry, novel, etc.). Only university students with a thorough knowledge of German are admitted. Tuition, with room and board in university dormitories, costs about \$65. About 100 students attend, occasionally including a few Americans. For further information, write Auslands-Komitee, University of Münster, Münster, Germany. *This program is especially suitable for advanced students and teachers interested in a refresher course in German literature, rather than phonetics and intonation.*

#### UNIVERSITY OF TÜBINGEN SUMMER PROGRAM, TÜBINGEN

This one-month program in German and world literature, starting at the beginning of August, is offered in one of Germany's most charming little university towns. Intended primarily for advanced students of *Germanistik*, the program is open to applicants with a good knowledge of German who are at least 20 years of age. Tuition, room and board in university dormitories, and excursions cost about \$85. Students desiring accommodations in private homes must make their own arrangements. About 140 attend, and usually under ten percent are Americans. For information, write Akademisches Auslandsamt der Universität Tübingen, Hochschulkurs für ausländische Germanisten, Wilhelmstrasse 11, Tübingen, Germany. *This is a course only for advanced students of literature, well versed in the German language.*

## GREAT BRITAIN

#### BRITISH DRAMA LEAGUE SUMMER PROGRAM

Training in acting and play production. There are two 10-day sessions held at various British cities, in early August and early September. Students must be 17 years old, and some previous theatrical experience is desirable. In addition to formal classes, students take part in dramatic productions. The cost is about \$50, inclusive, for each session. For information write: Training Department, British Drama League, 9 Fitzroy Square, London W.1, England.

#### BURTON MANOR RESIDENTIAL COLLEGE, BURTON IN WIRRAL

A 3-week course of lectures on modern British civilization, offered during July. Participants must be at least 18 years of age. They live at the college and a number of excursions are included. The all-inclusive cost is about \$75. For information write: The Warden, Burton Manor College, Burton, Cheshire, England. *This is not an "academic" program. Burton Manor, located between Liverpool and Chester, has accommodations for about 55 students.*

## CITY OF LONDON COLLEGE SUMMER PROGRAM, LONDON

A 3-week program of courses in English and international law, running from late July to mid-August. Participants must be at least 18 years of age. The tuition is about \$25, room and board about \$18 per week. For information write: City of London College, Moorgate, London E.C.2, England.

## INDIANA INTERCOLLEGIATE STUDY PROJECT

A program open to juniors of 16 Indiana colleges who have demonstrated an interest in foreign affairs, and who have been recommended by the deans of their college. Participants undertake individual research projects requiring interviews, library study, and participation in community life. They work at these in Great Britain for 6 weeks during the summer, then—after returning to their home campuses—write reports based upon their work. Upon satisfactory completion of all requirements they receive 6 credits. The cost is about \$500, including room and board and transportation. For information write: Professor Leo F. Solt, History Department, Indiana University, Bloomington, Indiana.

## LOUGHBOROUGH TRAINING COLLEGE SUMMER PROGRAM, LOUGHBOROUGH

Two 2-week courses in education and arts and crafts, running from late July to late August. Applicants must be 18 years of age. The cost for each session, including room and board in dormitories, is about \$45. For information write: Principal, Loughborough Training College, Leicestershire, England.

## NEWBATTLE ABBEY COLLEGE SUMMER PROGRAM, DALKEITH

Two one-week courses in Scottish history and culture, with daily visits to places of interest included. The total cost is about \$45 per week. For information write: Secretary of the College, Newbattle Abbey College, Dalkeith, Midlothian, Scotland.

## ROYAL SCHOOL OF CHURCH MUSIC, CROYDON

This school provides courses from May through August for organists, choir masters, and choir singers. Applicants must be at least 18 years of age, possessing an appropriate musical background. The all-inclusive cost is about \$30 per week. For information write: The Warden, Addington Palace, Croydon, Surrey, England.

## SCOTTISH UNIVERSITIES SUMMER PROGRAM, EDINBURGH

This program in European history, which runs from early July to mid-August, includes lectures, seminars, and individual study. Applicants

must be 18 years of age or older, and at least juniors at recognized U.S. colleges. The program is limited to about 110 students, about 75% of whom are usually Americans. A certificate of completion, useful in obtaining credit at U.S. colleges, is awarded to students who satisfactorily complete an extensive research paper. A number of excursions are provided for participants. The cost, including room and board in dormitories, is about \$260. For information write: Institute of International Education, 800 Second Avenue, New York, New York, or M. Kinkead-Weekes, Department of English Literature, University of Edinburgh, 39 George Square, Edinburgh 8, Scotland. *This program maintains high academic standards. Competition for places is keen.*

#### SUMMER SCHOOL OF MUSIC, DEVON

A one-month program in music, running from late July to late August. In addition to formal instruction, there are concerts each evening, featuring outstanding musicians. Applicants must be 16 years of age or older. The cost, including room and board at the school, is about \$40 per week. For information write: Summer School of Music, 11 Eccleston Square, London, S.W.1, England.

#### UNIVERSITY OF BIRMINGHAM ELIZABETHAN DRAMA PROGRAM, STRATFORD-ON-AVON

This program, which extends from early July to mid-August, deals with Shakespearean and Elizabethan drama, and includes lectures, seminars, and individual study along with attendance at the theater. Applicants must be 18 years of age or older, and at least juniors at recognized U.S. colleges. The program is limited to about 80 students, 75% of whom are usually Americans. A certificate of completion, useful in obtaining credit at U.S. colleges, is awarded to students who satisfactorily complete an extensive research paper. A number of excursions are provided for participants. The cost, including room and board in hotels, is about \$260. For information write: Institute of International Education, 800 Second Avenue, New York, New York or Director of Extra-Mural Studies, University of Birmingham, Birmingham 15, England. *This program maintains high academic standards. Competition for places is keen.*

#### UNIVERSITY OF DURHAM SUMMER SCHOOL, DURHAM

Durham offers courses in archeological excavation at Corstopitum, in Northumberland, and in painting and fine arts at Durham. Each course runs for 2 weeks in mid-August. Applicants must be 18 years of age or older. The cost is about \$35 inclusive, for each course. For information write: Director of Extra-Mural Studies, Durham University, 32 Old Elvet, Durham, England.



## UNIVERSITY OF LIVERPOOL INTERNATIONAL SUMMER SCHOOL, CHESTER

This university offers short courses in literature, philosophy, art, archeology, and other subjects, from mid-July to early August. Applicants must be 18 years of age or older. Students take only one course per week, working in groups in the mornings and listening to general lectures in the evenings. A number of excursions are arranged. The all-inclusive cost is about \$35 per week. For information write: Director of Extra-Mural Studies, University of Liverpool, 9 Abercromby Square, Liverpool 7, England. *Chester is a city of much historic interest. Because of the brevity of the individual courses, however, little academic benefit may be expected.*

## UNIVERSITY OF LONDON INSTITUTE OF EDUCATION, LONDON

The institute publishes annually an extended list of *Vacation Courses of Interest to Teachers*, many of which are not included in this book. Copies may be obtained in April of each year for the coming summer by writing: Teachers Centre Information Room, University of London Institute of Education, Malet Street, London, W.C.1, England.

## UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

## SUMMER PROGRAM, LONDON

This institute offers a 2-week course on British education, open to graduate students and practicing teachers, in mid-July. Students are placed in small tutorial groups, and visits to schools and various social affairs are included. Additional one-week courses in the teaching of science, mathematics, and other subjects are open to participants both before and after the above course. About half the 100-odd students, usually, are Americans. The cost of the regular program is about \$85, including room and board in dormitories. Extra courses cost about \$30 each. A certificate of attendance is provided those seeking credit at U.S. colleges. For information write: Adviser to Teachers, University of London Institute of Education, Malet Street, London, W.C.1, England.

## UNIVERSITY OF LONDON SUMMER PROGRAM, LONDON

This program, which runs from early July to mid-August, deals with English art, literature, and music, and includes lectures, seminars, and individual study. Applicants must be 18 years of age or older, with junior or more advanced standing at recognized U.S. colleges. The program is limited to about 125 students, three-fourths of whom are usually Americans. A certificate of completion, useful in obtaining credit at U.S. colleges, is awarded to students who satisfactorily complete an extensive research paper. A number of excursions are provided for participants. The cost, including room and board in dormitories, is about \$260. For information

write: Institute of International Education, 800 Second Avenue, New York, New York, or Secretary, Department of Extra-Mural Studies, University of London, Senate House, London, W.C.1, England. *This program maintains high academic standards. Competition for places is keen.*

#### UNIVERSITY OF MANCHESTER, MANCHESTER

This university offers a 2-week course in "industrial archeology" (the study of the remains of former industrial sites), during the last half of July. A number of excursions to such sites are included. The cost, including room and board in dormitories, is about \$100. For information write: Director of Extra-Mural Studies, University of Manchester, Manchester, England.

#### UNIVERSITY OF NOTTINGHAM SUMMER PROGRAM, NOTTINGHAM

A course in child psychology, offered during the last half of July, primarily intended for teachers, research workers, and psychologists. The cost, including room and board in dormitories, is about \$200. For information write: Institute of Education, Derby Rd., Nottingham, England.

#### UNIVERSITY OF OXFORD SUMMER PROGRAM, OXFORD

This program, which runs from early July to mid-August, deals with modern English history, and includes lectures, seminars, and individual study. Applicants must be 18 years of age or older with at least junior standing at recognized U.S. colleges. The program is limited to about 120 students, three-fourths of whom are usually Americans. A certificate of completion, useful in obtaining credit at U.S. colleges, is awarded to students who satisfactorily complete an extensive research paper. A number of excursions are provided for participants. The cost, including room and board in dormitories, is about \$260. For information write: Institute of International Education, 800 Second Avenue, New York, New York or Secretary, Delegacy for Extra-Mural Studies, Rewley House, Wellington Square, Oxford, England. *This program maintains high academic standards. Competition for places is keen.*

#### WESTHAM HOUSE SHAKESPEARE WEEKS, BARFORD

Westham House provides a series of one-week sessions from mid-June to October at Stratford-on-Avon. Participants attend theatrical performances and lectures given by various actors. The program is open to persons at least 18 years of age. The all-inclusive cost is about \$40 per week. For information write: Principal, Westham House, Barford, Warwickshire, England.

## GREECE

## AMERICAN SCHOOL OF CLASSICAL STUDIES SUMMER PROGRAM, ATHENS

A course in Greek civilization, held in English, for teachers and advanced students of the classics. It runs from late June to mid-August, with excursions and field trips included in the program. Those attending must have the appropriate educational background in this subject and must be at least 19 years of age. Total costs come to about \$500, including housing in a dormitory. For information write: Professor Gertrude Smith, University of Chicago, 1050 E. 59th Street, Chicago 37, Illinois.

## IRELAND (EIRE)

## TRINITY COLLEGE SUMMER PROGRAM, DUBLIN

A course of lectures and tutorial sessions on Irish civilization, given in a 2-week period from early to mid-July. Excursions and tours are included in the program. Students attending must be at least 18 years of age. Costs come to about \$45, including housing in a dormitory. For information write: The Registrar, International Summer School, 6 Trinity College, Dublin, Ireland.

## UNIVERSITY COLLEGE SUMMER SCHOOL, DUBLIN

A course in Irish history and civilization, offered during the last half of July. Tours and excursions are included in the tuition cost, which is about \$18. Those attending must be at least 17 years of age. For information write: Brian Farrell, Secretary, University College Summer School, 86 St. Stephen's Green, Dublin, Ireland.

## YEATS INTERNATIONAL SUMMER SCHOOL, SLIGO

A series of lectures and seminars on the life and works of W. B. Yeats is given by various scholars in two one-week sessions during the last half of August. Tuition is about \$27 a week, and housing about \$18 to \$20 a week. Afternoon excursions and guided tours are available at extra cost. For information write: Mr. Z. Mullaney, Secretary, Yeats International Summer School, 12 Stephen St., Sligo, Ireland.

## ITALY

## ACCADEMIA MUSICALE CHIGIANA SUMMER PROGRAM, SIENA

This academy offers courses in instrumental music, voice, conducting and composition for advanced students, the program running from mid-July to mid-September. Only highly qualified students are accepted, al-

though others may attend as auditors. Tuition is about \$30 (for auditors about \$20). Students are housed in dormitories or furnished rooms for about \$3 per day. For information write: Professor Armando Vannini, Accademia Musicale Chigiana, Palazzo Chigi Saracini, Siena, Italy.

#### AMERICAN ACADEMY SUMMER SESSION, ROME

A 6-week course in Roman civilization that runs from early July to mid-August. The course is intended for graduate students and teachers, and although classes are held in English, a good knowledge of Latin is essential. Between 35 and 40 students, all Americans, usually attend. Tuition is about \$100, room and board about \$45-\$50 per week in pensions. For information write: American Academy in Rome, 101 Park Avenue, New York 17, N. Y.

#### DANTE ALIGHIERI SOCIETY SUMMER PROGRAM, ROME

This program offers two one-month summer sessions during June and July, consisting of an intensive course in the Italian language at various levels of difficulty and a course in the history of art. Tuition is about \$20. Students must make their own arrangements for room and board. For information, write Secretary, Società Nazionale Dante Alighieri, Piazza Firenze 27, Rome, Italy. For housing information, write Ente Provinciale del Turismo, Via Parigi 11, Rome, Italy.

#### ITALIAN UNIVERSITY FOR FOREIGNERS, PERUGIA

Although this university maintains no special summer program, one of its three sessions each year runs from early July to the end of September. Courses are offered in Italian at various levels of difficulty, and in Italian history and culture. Students must be at least 15 years old; they may enroll for periods of one, two, or three months. Excursions are arranged and various diplomas and certificates are available after examination. Usually about 15% of the 2,400-odd students are Americans. Tuition is about \$10 per month. There is a men's dormitory providing room and board for about \$1.25 per day. Other housing arrangements can be made for about \$55 to \$60 per month. For information write: Secretary, Italian University for Foreigners, Palazzo Gallenga, Perugia, Italy. *Although a wide variety of courses are offered at this large institution, the high percentage of Americans enrolled is an important disadvantage.*

#### INTERNATIONAL CENTER OF MEDITERRANEAN CULTURE SUMMER COURSE, PONZA

This center, situated on the island of Ponza, offers courses in Italian for beginners and intermediate students in a series of five 2-week sessions, running from mid-July to late September. About 200 students attend



during this period, very few being Americans. Tuition is about \$5 per session. For information write: Centro Internazionale di Cultura Mediterranea, Via Silvio Pellico 8, Milan, Italy.

NATIONAL CONSERVATORY OF MUSIC "MUSICAL VACATIONS," VENICE

This is a 6-week program of courses in Italian musical history, instrumental music, composition and related subjects, running from early August to mid-September. Students must have considerable experience in their specialties and be under 35 years of age, but less well-qualified persons may attend as auditors. Participants attend concerts and participate in orchestral and chamber groups as part of the program. Local excursions are arranged. Tuition runs from about \$150 to \$200, room and board to about \$2.50 per day. Generally, over 200 students attend, only a handful of them Americans. For information write: Secretary, "Musical Vacations," Conservatorio Benedetto Marcello, Palazzo Pisani, Campo Santo Stefano, Venice, Italy.

PIETRO VANNUCIO ACADEMY OF FINE ARTS, PERUGIA

This organization provides instruction in painting and sculpture in three one-month sessions from July through September. Students must be at least 18 years of age. Tuition is about \$50 per session. Students who complete three sessions receive a diploma. The Academy maintains a housing bureau, but each student is responsible for making his own housing arrangements. Interpreters are provided to assist students who do not speak Italian. Usually, about 10% of the student body is American. For information write: Academy of Fine Arts, Piazza S. Francesco al Prato 5, Perugia, Italy.

SARAH LAWRENCE COLLEGE SUMMER PROGRAM, FLORENCE

This is a 6-week summer session, running from the middle of June to the end of July, and is held at Torre di Bellosguardo, a 16th century villa overlooking Florence. The courses on Renaissance history, art, and literature are taught in English by members of the Sarah Lawrence faculty, and carry two credit points each. Courses in Italian at various levels of difficulty are also available. Open to women students from all colleges, the program usually attracts about 40 participants. An inclusive fee of \$500 covers tuition, room and board at the villa, and excursion costs. For information, write Director of Summer Session, Sarah Lawrence College, Bronxville, New York. *This program enables students to earn college credits while studying abroad, but suffers from the obvious disadvantages that classes are taught in English and that the participants have no classroom contact with foreign students.*

## SUMMER COURSE FOR AMERICANS, FLORENCE

This course, organized by the Educational Travel Association, offers a 3-week session in July in Italian language and civilization. The course is taught in English, and while language instruction is provided at various levels of difficulty, all students attend the same lectures. Sightseeing excursions are also provided. Tuition, room and board come to about \$200. About 60 to 70 students usually enroll, all of them Americans. For information, write Educational Travel Association, 590 Fifth Avenue, New York 36, N. Y. *This program has the disadvantage of unduly segregating its participants from foreign students. Moreover, it is far more expensive than the regular summer course of the University of Florence.*

## UNIVERSITY OF BOLOGNA LANGUAGE COURSE, RIMINI

This program offers 4-week courses during August in Italian for beginners and for more advanced students. A series of lectures on Italian culture is also provided. Tuition is about \$20, room and board in a dormitory comes to about \$75, including the cost of a number of excursions. About 10% of the student body, which numbers about 75, are Americans. For information write: Segretaria, Corso Estivo per Stranieri dell'Università di Bologna, Via Cairoli 69, Rimini, Italy. For reservations at the dormitory, which are limited, write: Casa della Gioventù Studiosa, same address.

## UNIVERSITY OF FLORENCE SUMMER PROGRAM, FLORENCE

This 6-week program, starting at the beginning of July, and offered in one of Europe's most renowned art centers, consists of courses in the Italian language at various levels of difficulty, as well as lecture courses on Italian art, literature, music, and politics. Certificates of proficiency are available upon examination. Normally, about 200 students attend, of whom roughly a third are Americans. Tuition is about \$30, housing in local pensions about \$3 per day, and meals in the university dining hall an additional \$1.50 per day. For information, write Secretary of the Centro di Cultura per Stranieri, Via S. Gallo 25/A, Florence, Italy. *Despite the obvious advantages of Florence for art students and art historians, the high percentage of American participants detracts from the language section of the program.*

## UNIVERSITY OF MESSINA SUMMER PROGRAM, MESSINA

This program offers courses in Italian language and Sicilian culture running from mid-July to mid-September. Students must have a reasonable knowledge of Italian and be at least 18 years of age. A number of excursions are arranged. Tuition is about \$25; room and board in dormitories

comes to about \$2.50 per day. For information write: University of Messina Summer Program, Via Oratorio S. Francesco is. 306, Messina, Italy.

#### UNIVERSITY OF MILAN SUMMER PROGRAM, GARGNANO

This program, situated in a small town on Lake Garda, consists of two one-month sessions in July and August. Courses in the Italian language at various levels of difficulty are supplemented by lectures on Italian civilization. Some knowledge of Italian is a prerequisite. Tuition is about \$25, lodging in local rooming houses or with families about \$3 per day, and meals at the school about \$2 per day. Normally about 130 students attend, and of these some 10 percent are Americans. For information, write Segretaria dei Corso Internazionali della Università di Milano, Via Festa del Perdono 7, Milan, Italy. *This course offers good language instruction in small classes. There is close contact between the students and the Italian faculty. Despite the distractions of its attractive location, the program is serious and academically oriented.*

#### UNIVERSITY OF PADUA SUMMER PROGRAM, BRESSANONE

This program, located in the majestic mountain country of South Tyrol, consists of two 2-week sessions during July and August in Italian language and civilization. Open to foreign students who are high school graduates, it runs concurrently with the summer session for Italian students regularly enrolled at the University of Padua. Foreign students receive free tuition and free lodging in modern university dormitories. The cost of meals is about \$2.00 per day. For information, write Segretaria dei Corso Estivi per Stranieri, Università di Padova, Padova, Italy. *Though this program offers little classroom language instruction, it provides students who have some knowledge of Italian with an excellent brief opportunity to observe Italian university life. Each foreign student shares a dormitory room with three Italians, and can participate fully in all student activities. Rarely is any English heard on the summer campus.*

#### UNIVERSITY OF PISA SUMMER PROGRAM, VIAREGGIO

This program, offered in a small seaport on the coast of Tuscany, consists of two 3-week sessions between mid-July and late August. Courses in Italian at various levels of difficulty are supplemented by lectures on modern Italian culture. No academic qualification is needed for admission, but students must register for a complete 3-week session and must attend classes regularly. Tuition is about \$12. Room and board in the modern Collegio Colombo dormitory costs about \$50, but accommodations are also available in pensions and hotels for about \$5 per day. Normally, 150 students attend each session, and of these only about 3 percent are

Americans. For information, write Segretaria dei Corso per Stranieri, Università di Pisa, Pisa, Italy.

#### UNIVERSITY OF SIENA SUMMER PROGRAM, SIENA

This 8-week program, running from mid-July to mid-September, offers courses in the Italian language at various levels of difficulty, along with a series of lectures on Italian literature, history, and art. A diploma is available upon examination. Tuition is about \$20; housing in university dormitories and meals in the university dining halls are available for about \$3.00 per day. About 250 students attend, of whom roughly 5 percent are Americans. For information, write Segretaria della Scuola per Stranieri, Università di Siena, Siena, Italy. *One advantage of this program is its location in an area where "proper, pure, and harmonious" Italian is spoken.*

#### VERGILIAN SOCIETY SUMMER PROGRAM, CUMAE

This program offers five 2-week sessions, running from early July to early September, for teachers and advanced students of classical civilization. Located in the historic region of ancient Campania around Naples, the program consists of guided tours to archeological sites, plus lectures on classical literature, history, and art. (All lectures are in English.) The program is open to upper level college students and graduates. Tuition, room and board at the Society's modern Villa Vergiliana total about \$150 for a 2-week session. An optional supplementary tour of Southern Italy, Sicily, and the Rome area following the first session and lasting about 6 weeks, costs about \$500 extra. For information, write Rev. R. V. Schoder, S.J., Loyola University, Chicago 26, Ill.

## LUXEMBOURG

#### INTERNATIONAL FACULTY OF COMPARATIVE LAW SUMMER PROGRAM, LUXEMBOURG

Courses in comparative law and international organizations given, from early August to mid-September. Those attending must be at least 22 years of age, with a good knowledge of French. (Knowledge of German is also useful.) Costs come to about \$150, including housing in furnished rooms. For information write: International University of Comparative Sciences, 13 rue du Rost, Luxembourg.

## NETHERLANDS

#### ACADEMY OF INTERNATIONAL LAW, THE HAGUE

Two 3-week series of lectures on international law, open to advanced students and practicing lawyers. Lectures are in English. Normally about



500 students attend the two sessions, about 25 of them Americans. Tuition is nominal, about \$3; room and breakfast with families come to about \$1.50 per day. A diploma is awarded after examination. For information write: Academy of International Law, Peace Palace, The Hague, Netherlands. *These are high-level lectures for specialists, but are not organized around the systematic study of a particular subject.*

#### INTERNATIONAL AGRICULTURAL CENTER SUMMER PROGRAM, WAGENINGEN

From mid-July to early August, a course in agriculture and home economics is offered in English and other languages. It is open only to graduate students. About 100 students usually attend, including a few Americans. Excursions and field trips are integrated into the program. The cost comes to about \$250 including tuition and housing with families. For information write: International Agricultural Center, Generaal Foulkesweg 1, Wageningen, Netherlands.

#### INTERNATIONAL SUMMER ACADEMY FOR ORGAN, HAARLEM

A course in the works of Bach and other composers, presented in English and other languages during the last half of July. The cost amounts to about \$30 per course for performers, about \$15 per course for non-performers, plus room and board at about \$3 per day. For information write: International Summer Academy for Organ, Town Hall, Haarlem, Netherlands.

#### INTERNATIONAL SUMMER COURSE IN SCIENCE, BREUKLEN

A program of advanced lectures on some branch of physics, held in the first half of August and open only to advanced students and professionals. The lectures are in English and tuition is free. Room and board at Nyenrode Castle comes to about \$70. Generally about 70 persons attend, of whom from about 15 are Americans. For information write: Netherland Universities Foundation for International Cooperation (NUFFIC) Molenstraat 27, The Hague, Netherlands. *The stress in this high-level program is on the interchange of ideas between specialists. There is considerable opportunity for discussion with the lecturers.*

#### NETHERLANDS UNIVERSITIES FOUNDATION SUMMER COURSE (VARIOUS CITIES)

Each year one of the Dutch universities sponsors a series of lectures, held during the last half of July, on some aspect of world affairs. Lectures are in English. The cost, including tuition, room and board with families, is about \$75. About 60 students, more than half of them Americans, generally attend. For information write: Netherlands Universities Founda-

tion for International Cooperation (NUFFIC), Molenstraat 27, The Hague, Netherlands.

#### N.Y.U. SUMMER PROGRAM, LEIDEN

This 6-week program, beginning about the middle of July, and held at the University of Leiden, is a standard American summer school, offering courses in comparative literature; European drama, art, and thought; and the European Common Market. The courses, approved for credit by the N.Y.U. Graduate Faculty, are taught by distinguished American and Dutch professors. The language of instruction is English. Entrance requirements include senior standing and completion of the course prerequisites specified in the N.Y.U. catalog. About 20 students from various American colleges and 7 European students participate. Tuition is set at the regular N.Y.U. rate of \$40 per credit hour, and a registration fee of \$15. Students are housed in University of Leiden dormitories. The total cost of the program, including transatlantic travel and maintenance, is about \$750. For information, write Dr. Seymour L. Flaxman, Director, N.Y.U. Summer Session in Europe, University College of Arts and Science, New York University, University Heights, New York 53, N. Y. *This is a well-planned, well-administered, and well-staffed program, meeting American academic requirements. Classes are small and standards high. One disadvantage, however, is the limited opportunity for integration with the European student community.*

#### SUMMER COURSE IN DUTCH, UTRECHT

This program consists of a course in the Dutch language, together with a series of lectures on Dutch civilization. It is geared primarily to French students or persons who can speak French, and it runs for 3 weeks in August. The cost, including room and board with families, is about \$100. Excursions are included. For information write: Secretary, Summer Course, Ministry of Education, Arts, and Sciences, Mauritskade 39, The Hague, Netherlands.

## NORWAY

#### INTERNATIONAL VACATION COURSE, RINGERIKE

This 2-week session from late July to early August offers a course in contemporary educational problems and the Scandinavian school system, as well as instruction in German and Scandinavian languages. Excursions and social events are included in the program. It is open only to college students and teachers. Costs run about \$60, including tuition and housing in furnished rooms. For information write: Miss Margaret Scattergood, 4607 Chain Bridge Road, McLean, Virginia.

## UNIVERSITY OF OSLO SUMMER SCHOOL, OSLO

Courses in the Norwegian language, civilization, social studies and arts, are given from early July to mid-August. In addition, there are graduate courses on Norwegian education, public health and other topics. All classes are in English, but there is a modern language laboratory. Excursions, field trips and social events are integrated into the programs. Participants must be college students with at least sophomore standing. Generally, over 200 of the 350-odd students are Americans. The cost, including tuition, room and board in dormitories, is about \$275. For information write: Oslo Summer School, St. Olaf College, Northfield, Minnesota. *This is a large, well-organized program on the American model, providing credits for transfer to U.S. colleges. Despite the fact that courses are held in English, there is considerable contact between Americans, Norwegians and other foreign students.*

## POLAND

## SYRACUSE UNIVERSITY SUMMER IN POLAND, WARSAW

A program in Polish language and culture, designed especially for adults, and lasting from early August to early September. Credits are available to students who attend the preliminary language workshop orientation program at Syracuse before departure. Total costs are about \$950, including transportation and room and board with families. For information write: Department of Slavic Languages, University of Syracuse, 610 Fayette St., Syracuse 3, N. Y.

## PORTUGAL

## UNIVERSITY OF COIMBRA SUMMER PROGRAM, COIMBRA

From mid-July to late August, courses are offered in the Portuguese language at various levels of difficulty. In addition, there are classes in Portuguese literature and civilization. Social gatherings and excursions are integrated into the program. Diplomas are available after examination. In the past, a few Americans have participated in this program. The tuition is about \$18 and room and board are available in furnished rooms for about \$2 to \$2.50 per day. For information write: Secretario do Curso de Férias, Faculdade de Letras, University of Coimbra, Portugal.

## UNIVERSITY OF LISBON SUMMER PROGRAM, LISBON

During July and August, classes are offered in the Portuguese language at various levels of difficulty. In addition there are courses in Portuguese civilization, some of which are held in English. Excursions are integrated into the program, and various diplomas are available after examination. The tuition amounts to about \$12. For information write: Direcção do

Curso de Férias, University of Lisbon, Rua da Academia dos Ciências, Lisbon, Portugal.

## SPAIN

### CASTILLO DE PEÑÍSCOLA INSTITUTE SUMMER PROGRAM, PEÑÍSCOLA

This program offers two one-month sessions, running from mid-July to early September, and consists of courses in the Spanish language at various levels of difficulty as well as lectures on Spanish civilization. Participants must be at least 18 years of age. A diploma is available upon examination. Tuition is about \$20. For information, write Sr. Director de Estudios "Castillo de Peñíscola," Peñíscola (Castellón de la Plana), Spain. *A distinctive characteristic of this program is that bull-fighting lessons are available!*

### DIEGO DE COLMENARES INSTITUTE SUMMER PROGRAM, SEGOVIA

This one-month program from mid-July to mid-August consists of courses in the Spanish language and lectures on Spanish history, literature, and art. For information, write Secretaria de Cursos de Verano, Conde de Cheste 8, Segovia, Spain.

### "MENENDEZ PELAYO" INTERNATIONAL UNIVERSITY SUMMER PROGRAM, SANTANDER

Staffed by professors from other Spanish universities, "Menendez Pelayo" offers two one-month sessions at the famous seaside resort of Santander. The first, given during July, is an intensive course for beginners—including 3 hours of language instruction, 6 days a week, in classes of 10 students each, as well as 2 hours of lectures on literature, art, and culture. The second course, offered during August, is primarily intended for advanced students. Language classes on various levels of difficulty are usually confined to groups of 15 each, and "monographic" lecture courses are offered by some of Spain's leading professors. Only students over 17 years of age are admitted. Each year enrollment averages 500 students, of whom about 20 percent are American. Tuition, room and board in university dormitories, and class materials cost about \$85 per one-month session. Proficiency certificates in individual courses are available upon examination. For information, write "Menendez Pelayo" International University, Pabellion de Gobierno, Ciudad Universitaria, Madrid 3, Spain. *This program draws some top-flight professors, many of whom are in residence at Santander for the summer. A further advantage is the small size of language classes. However, the attractions of the seashore may prove too much for less determined scholars!*



## NATIONAL YOUTH ORGANIZATION SUMMER PROGRAM, ARENYS DE MAR

Sponsored by the Delegacion Nacional de Juventudes, this is an "experiment in international living" in a summer camp on the Costa Brava, not far from Barcelona. The 2-week program, running from mid-July to the beginning of August, consists of lectures on the history, geography, and economy of Catalonia, as well as excursions to local places of interest. It is open to young men between 16 and 25, preferably with some knowledge of Spanish. Full tuition, including lodging and meals at a youth hostel, is about \$25. For information, write to Delegacion Nacional de Juventudes (Relaciones Exteriores), calle Ortega y Gasset 71, Madrid, Spain. *This is primarily a non-academic program to improve understanding among young people of different nations.*

## NATIONAL YOUTH ORGANIZATION SUMMER PROGRAM, GRANADA

This program is identical to that sponsored by the Delegacion Nacional de Juventudes at Arenys de Mar, except that it takes place in Granada and deals with Andalucia rather than Catalonia. For a description, see above.

## PEÑAFLÓRIDA INSTITUTE SUMMER PROGRAM, SAN SEBASTIAN

This 3-week program, running from mid-July to mid-August, and organized by an official institute of the Spanish Ministry of Education, offers courses in the Spanish language at various levels of difficulty, along with lectures on Spanish civilization. Located in a favorite summer resort on the Bay of Biscay, not far from the French border, the program is open to students who are at least 16 years of age and have some prior knowledge of Spanish. Diplomas are available upon examination. Tuition is about \$15, and room and board in pensions or with families cost about \$1.75 per day. For information, write Secretaria de los Cursos de Verano, Calle Andia 13, San Sebastian, Spain.

## SANTIAGO DE COMPOSTELA MUSIC PROGRAM, SANTIAGO DE COMPOSTELA

This 4-week program, running from mid-August to mid-September, is sponsored by the Cultural Division of the Spanish Foreign Ministry and offers courses in composition, voice, chamber music, popular music, and instruments. It is open to university, conservatory, and academy graduates, as well as to professional composers and musicians. Others may be admitted upon examination, or can enroll as auditors (for a fee of \$17). Tuition is about \$35, and full room and board at the Hostel de los Reyes Catolicos costs about \$100. Twelve scholarships are usually granted each year. Diplomas are awarded upon the professors' recommendations. For

information, write Direccion General de Relaciones Culturales, Ministerio de Asuntos Exteriores, Palacio de Santa Cruz, Madrid 12, Spain.

#### SUMMER COURSE FOR AMERICANS, MADRID

This course, sponsored by the Instituto de Cultura Hispanica and organized by the Educational Travel Association, offers two 3-week sessions during July and August in Spanish language and civilization. Language instruction is provided at various levels of difficulty, but all students attend the same lectures. Sightseeing excursions are integrated into the program. About 80 students enroll in each session. Tuition, room and board in university dormitories, and excursions come to about \$200. De luxe accommodations in a Madrid hotel are available for an additional \$140. For information, write to the Educational Travel Association, 590 Fifth Avenue, New York 36, N. Y., or to Seccion Norteamericana del Instituto de Cultura Hispanica, Ciudad Universitaria, Madrid 3, Spain. *This program has the disadvantage of unduly segregating the Americans from other foreign students—not only in the language classes but also in the dormitories. Furthermore, it is far more expensive than the regular course for foreign students at the University of Madrid.*

#### SUMMER COURSE OF THE SPANISH MINISTRY OF FOREIGN AFFAIRS, MADRID

This course, running from the beginning of July to mid-August, is intended primarily for advanced students and teachers of Spanish. In addition to language instruction at various levels of difficulty, there are courses in Spanish literature, history, and art, as well as a “monographic” course examining a particular period in some depth (e.g., the Hapsburg reign during the 17th century). Weekends are devoted to excursions to such major art centers as Toledo, Segovia, and El Escorial. Students must register for a minimum of 4 weeks. About 60 attend, and a third of these are usually Americans. Tuition is about \$25 for 4 weeks, and about \$40 for 6 weeks. Room and board are available at the Foreign Ministry student dormitories for roughly \$1.75 per day. For information write Direccion General de Relaciones Culturales, Ministerio de los Asuntos Exteriores, Palacio de Santa Cruz, Madrid 12, Spain. *This program is not recommended for beginners. Advanced students will find the “monographic” course of special interest.*

#### UNIVERSITY OF BARCELONA SUMMER PROGRAM, BARCELONA

This 3-week course in Spanish language and culture, starting at the beginning of August, is offered on the home campus of the university in the capital of Catalonia. Language classes at various levels of difficulty

are supplemented by lectures on Spanish literature, art, and culture. Tuition is about \$10, and lodging is available at university dormitories for about \$1.50 per day. There is a slight extra charge for use of the university's sports facilities and swimming pool. A certificate of proficiency in Spanish language or culture, or both, is available upon examination. For information, write Director del Curso, Universidad de Barcelona, Barcelona, Spain. *This course is more suitable for the serious student than is the university's analogous offering at Palma de Mallorca, discussed below.*

#### UNIVERSITY OF BARCELONA SUMMER PROGRAM, PALMA DE MALLORCA

This 3-week course in Spanish language and culture, starting about mid-July, is offered on the famous island paradise in the Mediterranean. Language classes are given at various levels of difficulty. Tuition is about \$10. Room and board, available only in hotels, cost a minimum of \$2.00 per day. Certificates of proficiency in language or culture, or both, are available upon examination. For information, write Director del Curso de Verano, Universidad de Barcelona, Barcelona, Spain. For a list of hotels and pensions on Mallorca, write Secretaria del Curso de Palma de Mallorca, Estudio General Luliano, calle del Estudio General, Palma de Mallorca, Baleares, Spain. *This program is not recommended for students easily diverted by a tempting vacation land.*

#### UNIVERSITY OF LÉON SUMMER PROGRAM, LÉON

A one-month program, starting about mid-July and organized by the Cultural Affairs Department, offering courses in the Spanish language at various levels of difficulty, as well as lectures on Spanish literature, history, geography, and art. Both high school and college students are eligible to participate. Tuition is about \$15, and maintenance ranges from \$60 per month in a university dormitory (women only) to \$80 in a hotel. Diplomas are available upon examination. For further information, write Secretario General de los Cursos de Verano, Avenida de la Facultad, Léon, Spain.

#### UNIVERSITY OF MADRID SUMMER PROGRAM, MADRID

This program, running from the beginning of July to mid-August, offers courses in Spanish language on various levels of difficulty, and lectures on literature, art, philosophy, music, and folklore. Language instruction is given in classes of 15-25, but the lecture sections are large. Museum visits and excursions are provided. About 100 students attend, and of these about a third are Americans. Tuition is about \$25, and room and board in the university dormitories costs less than \$2.00 per day. Certificates of proficiency are available on examination. For information, write Facultad

de Filosofía y Letras, Cursos para Extranjeros, Ciudad Universitaria, Madrid 3, Spain. *Language instruction is excellent, and the serious student is exposed to relatively fewer distractions than in many summer programs.*

UNIVERSITY OF OVIEDO SUMMER PROGRAM, OVIEDO

This one-month program, starting in early August, offers courses in the Spanish language at various levels of difficulty, plus lectures on Spanish civilization. Diplomas are available upon examination. For information, write Director del Curso de Verano, Universidad de Oviedo, Oviedo, Spain.

UNIVERSITY OF SAN FRANCISCO SUMMER SESSION, VALENCIA

This 8-week summer session in Spanish language, literature, and culture, running from the beginning of July to late August, and operated in connection with the University of Valencia, is held in that famous city on Spain's Mediterranean Coast. Qualified students from any American university may attend. For further information, write Dr. Carlos Sanchez, Director, Summer Session Abroad, University of San Francisco, San Francisco, California. *This is a large program, especially designed for American students interested in obtaining college credit.*

UNIVERSITY OF SANTIAGO DE COMPOSTELA SUMMER PROGRAM,  
SANTIAGO DE COMPOSTELA

A one-month program, running from mid-July to mid-August, offering courses in Spanish language, literature, history, and art. A diploma is available upon examination. Tuition is about \$10, and room and board in university dormitories is available for about \$1.75 per day. For information, write Director del Curso de Verano de la Universidad de Santiago de Compostela, Plaza de la Universidad 4, Santiago de Compostela, Spain.

UNIVERSITY OF SEVILLE SUMMER PROGRAM, CADIZ

This one-month program, starting late in July and located in the southwest corner of Spain on the Atlantic Ocean, consists of courses in the Spanish language at various levels of difficulty and lectures on Spanish literature and art. Participants must be at least 17 years of age. Tuition is about \$30, and room and board in a university dormitory costs about \$2.25 per day. For information, write Cursos para Extranjeros, Apartado de Correos No. 151, Cadiz, Spain.

UNIVERSITY OF SEVILLE SUMMER PROGRAM, SEVILLA

A one-month September program offering courses in the Spanish language at various levels of difficulty, and lectures on different aspects of



Spanish civilization. Participants must be 18 years of age or older. Tuition is about \$15, and room and board in pensions or families ranges from \$1.25 to \$5.00 per day. For information, write Sr. Secretario del Curso para Extranjeros, Facultad de Filosofía y Letras, Universidad de Sevilla, Sevilla, Spain.

UNIVERSITY OF VALENCIA SUMMER PROGRAM, ALICANTE

This one-month program, starting about the beginning of August, and organized by the Catedra Mediterraneo of the University of Valencia, is held at the Mediterranean seaside resort of Alicante. Courses in Spanish language at various levels of difficulty are supplemented by lectures on Spanish civilization, and "monographic" courses in literature, art, and music. Tuition is about \$15, and room and board in private homes and hotels ranges from \$1.75 to \$2.50 per day. For information, write to Dr. D. Arturo Zabala, Secretario de los Cursos para Extranjeros, Universidad de Valencia, Catedra Mediterraneo, Valencia, Spain.

UNIVERSITY OF VALENCIA SUMMER PROGRAM, VALENCIA

This program in Spanish language and civilization, held during July and coinciding with the summer festival of Valencia, is offered on the home campus of the University. Tuition is about \$15, and room and board in university dormitories costs about \$2 per day. For information, write Dr. D. Arturo Zabala, Secretario de los Cursos para Extranjeros, Universidad de Valencia, Catedra Mediterraneo, Valencia, Spain.

UNIVERSITY OF VALLADOLID SUMMER PROGRAM, VALLADOLID

A one-month program, early August to early September, offering courses in the Spanish language at various levels of difficulty, and lectures on Spanish civilization. A diploma is available upon examination. Tuition is about \$15, and room and board in the university dormitory costs about \$60 for the session. For information write Secretario de los Estudios para Extranjeros, Universidad, Valladolid, Spain.

UNIVERSITY OF ZARAGOZA SUMMER PROGRAM, JACA

Held in the heart of the Pyrenees, this program consists of two 4-week sessions given between mid-July and early September. It offers classes in Spanish language, literature, culture, art, and music. Total enrollment is relatively small, and the percentage of Americans low. Total cost, including tuition, room and board in university dormitories, is about \$70 per session. For information, write Secretario de los Cursos de Verano, Ciudad Universitaria, Zaragoza, Spain. *Reputedly one of the better Spanish summer courses.*

## S W E D E N

## CENTRAL ORGANIZATION OF STUDENT UNIONS IN STOCKHOLM, TÄBY

A 10-day course in international problems, held in English during the first half of September. Excursions, films, and social affairs are arranged. The only entrance requirement is a minimum age of 20 years. The cost comes to about \$65, including housing in furnished rooms. For information write: Cristina Gartz, Secretary, International Student Seminar, Lindingövögen, Stockholm, Sweden.

## INSTITUTE FOR CULTURAL RELATIONS SUMMER PROGRAM, UPPSALA

This program, which starts in late July and lasts until early September, offers a course in Swedish civilization in English. It is followed by a course in the Swedish language for those students who have had one year of Swedish. Tours and excursions are integrated into the program. Entering students must be at least 20 years of age. The program costs about \$100 including housing in dormitories. For information write: Bert-Erik Isacson, Swedish Institute, Konigsgatan 42, Stockholm 3, Sweden.

## INTERNATIONAL VACATION COURSE, SUNDGAARDEN

This program is made up of two 2-week sessions from early August to early September. It offers a course in contemporary educational problems and the Scandinavian school system, but classes in German and in the Scandinavian languages are also available. Excursions and social events are integrated into the program. Participants must be college students or teachers. It costs about \$60 per session, which includes housing in furnished rooms. For information write: Miss Margaret Scattergood, 4607 Chain Bridge Road, McLean, Virginia.

## SWEDISH SOCIETY OF INDUSTRIAL DESIGN, STOCKHOLM

A September program of courses in architecture and design, delivered in English. It is open only to architects, designers and art students. Excursions are integrated into the program and upon completion a diploma is provided. The program is limited to 25 participants. The cost, including tuition and room and board, runs about \$220. For information write: Ulla Tarras-Wahlberg, Swedish Society of Industrial Design, Nybrogatan 7, Stockholm 7, Sweden.

## UNIVERSITY OF LUND SUMMER PROGRAM, LUND

A series of lectures in English on modern problems, the precise topic changing from year to year. The lectures take place from late August to

mid-September, and excursions, discussions, films, and visits with local families are arranged. The only entrance requirement is a high school diploma. The cost is about \$50, including housing in dormitories or with families. For information write: International Secretary, Akademiska Föreningen, Lund, Sweden.

## SWITZERLAND

### ALBERT SCHWEITZER COLLEGE SUMMER PROGRAM, CHURWALDEN

Lectures and discussions on science and religion, in German and English with translations in other languages. The program is divided into two 2-week sessions between mid-July and mid-August. Groups are limited to 35, and normally about a third of the participants are Americans. Those attending must be at least 18 years of age. Costs per session come to about \$40, including housing at the College (where light housekeeping is necessary). For information write: Professor H. Casparis, Albert Schweitzer College, Churwalden, Switzerland.

### ALBION COLLEGE SUMMER PROGRAM, NEUCHÂTEL

A program of organized travel, with study of the French language and European civilization. After traveling through various parts of Europe, observing important sights and attending lectures by local authorities, the students attend the regular summer session at the University of Neuchâtel. Additional lectures in English are provided especially for the group. An orientation course at Albion precedes the program during the spring semester. The cost, including transatlantic transportation, is about \$1,100. For information write: Professor Maynard Aris, Albion College, Albion, Michigan.

### CANTONAL SCHOOL OF GRESSONS SUMMER PROGRAM, COIRE (CHUR)

This school offers courses in the German language at various levels of difficulty; they are designed primarily for those who already speak French or Italian. The program runs from mid-July to mid-August, with some knowledge of German required for entrance. Diplomas are available, and excursions are arranged. Tuition is about \$20. For information write: Dr. J. Michel, Plessurquai 49, Coire, Switzerland.

### ROSENBERY COLLEGE SUMMER PROGRAM, ST. GALLEN

Courses in German, French, and English languages at various levels of difficulty for younger boys, 9 years of age and older. The program runs from mid-July to early September. About 10 American boys usually attend. Excursions are arranged. Total costs are about \$50 per week (for

a minimum of 4 weeks), including housing at the college. For information write: Rosenberg College Summer Holiday Courses, St. Gallen, Switzerland.

#### SUMMER VACATION COURSE, WINTERTHUR

This program offers courses in the German language at various levels of difficulty. It is designed for younger students, 14 years of age or above, and includes 18 hours of class work per week between mid-July and late August, with excursions to points of interest. Expenses come to about \$175, including room and board with families. For information write: E. Wegmann, Secretary, Summer Vacation Course, Palmstrasse 16, Winterthur, Switzerland.

#### SWISS ASSOCIATION OF PROFESSIONAL DANCERS AND GYMNASTS SUMMER PROGRAM, BERNE

Courses in gymnastics and classic and modern dance, for 12 days from mid- to late July. Usually 25 Americans are among the participants, who must be 15 years of age or older. Tuition is about \$40, and room and board in youth hostels or pensions costs about \$4 per day. For information write: Annemarie Häberlin, Swiss Association of Professional Dancers and Gymnasts, Schossholdenstrasse 23, Berne, Switzerland.

#### UNIVERSITY OF GENEVA SEMINAR ON INTERNATIONAL INSTITUTIONS, GENEVA

This program provides a series of lectures, discussions, field trips, and individual research dealing with the subject of international organizations. Lectures are in French, but facilities are provided for simultaneous translation into English and other languages. The course runs for 3 weeks beginning in mid-July. A certificate useful in obtaining credit at U.S. colleges is available to students who submit a thesis after attending a special seminar. This course is limited to 100 students, about 20-30% of whom are usually American. Tuition is about \$20; room and board in dormitories and with families costs from about \$3-\$5 per day. For information write: Charles Maystre, Secrétariat des Cours de Vacances, Université, Geneva, Switzerland. *Although there are no formal entrance requirements, this is primarily a course for advanced students and specialists. Admission is restricted by the limited facilities for simultaneous translation.*

#### UNIVERSITY OF GENEVA SUMMER PROGRAM, GENEVA

This program runs in a series of five 3-week sessions from mid-July to late October. A wide variety of courses in French language and litera-



ture is offered at various levels of difficulty. Students must be at least 17 years of age, and must enroll for at least 2 weeks. Persons with no knowledge of French are admitted only at the first session. There is a special advanced course for teachers of French during the first session. An extensive program of excursions and social events is arranged. Of the 1,000-odd students in this large program, 20-30% are Americans. Diplomas are available after examination to advanced students completing two sessions, but relatively few attempt this. Tuition is about \$20 for each session; room and board in dormitories and with families runs from about \$3-\$5 per day. For information write: Charles Maystre, Secrétariat des Cours de Vacances, Université, Geneva, Switzerland. *Although a very large program, classes are small and supervision of students' academic work close. Students are placed according to their knowledge of French as determined by a preliminary examination.*

#### UNIVERSITY OF LAUSANNE SUMMER PROGRAM, LAUSANNE

This program consists of a series of five 3-week sessions from mid-July to late October, with a wide variety of courses in French language and literature offered at various levels of difficulty. Students must be at least 17 years of age; those with no previous knowledge of French are admitted only at the first session. An extensive program of excursions and social events is arranged. Of the 1,500-odd students, fewer than 10% are Americans. Diplomas are available after examination to students who have completed 2 sessions. Tuition is about \$20 for each session, room and board in pensions and with families costing about \$3 per day. For information write: Secrétariat des Cours de Vacances, Cité P, Lausanne, Switzerland. *Although a very large program, classes are small and supervision of students' academic work close. Attendance is taken in classes, and students are placed according to their knowledge of French as determined by a preliminary examination.*

#### UNIVERSITY OF NEUCHÂTEL SUMMER PROGRAM, NEUCHÂTEL

A single 4-week session running from mid-July to early August. Courses in French language and literature are offered at various levels of difficulty, with a language laboratory for those in the beginner's course. There is also a course for teachers of French, and an extensive program of excursions is available. Of the 200-odd students, about 10-15% are usually Americans. Tuition is about \$25 for the session, and room and board in pensions costs about \$3 per day. For information write: Secrétariat de Cours d'Été, Université de Neuchâtel, rue du 1<sup>er</sup> Mars, Neuchâtel, Switzerland. *In this program, classes are small and supervision of the students' academic work is close.*

## LATIN AMERICA

### BRAZIL

#### CATHOLIC UNIVERSITY OF RIO GRANDE DE SUL

##### SUMMER SCHOOL, PORT ALEGRE

This program, extending from early July to late July, offers a course in science methods taught in Portuguese. (Knowledge of Portuguese is vital.) Tuition is about \$5, and the student must figure on an additional \$5 per day for room and board. For information write: Bro. Elvo Clemente, Secretario, Pontifícia Universidade Católica do Rio Grande do Sol, Prace Dom Sebastiao 2, Pôrto Alegre, Brazil.

### COLOMBIA

#### INSTITUTO CARO Y CUERVO SUMMER SEMINAR FOR TEACHERS, BOGOTÁ

Sponsored by the U.S. International Exchange Service, this seminar runs for 8 weeks during July and August, with Spanish language and Latin American literature courses offered to 30 selected grade, high school, and college teachers. Applicants should hold the M.A. degree and have at least 3 years of teaching experience. Those accepted receive free tuition and round-trip transportation to Bogotá, but room and board, generally with families, comes to about \$600. For information write: Teacher Education Section, Educational Exchange and Training Branch, Division of International Education, Office of Education, U.S. Department of Health, Education and Welfare, Washington 25, D.C.

#### UNIVERSITY OF THE ANDES SUMMER PROGRAM, BOGOTÁ

This program, which lasts from early July to mid-August, offers courses in Spanish language with the aid of language laboratory facilities. The program costs about \$165, including tuition and room and board with families. For information write: Prof. Carlos Patiño R., Dept. of Spanish, Universidad de los Andes, Calle 18-A, Carrera 1-E, Bogotá, Colombia.

### ECUADOR

#### CENTRAL UNIVERSITY OF ECUADOR SUMMER PROGRAM, QUITO

This program, which lasts from mid-August to mid-September, offers courses in the Spanish language, Latin American civilization, and the history of Ecuador. Excursions are provided and certificates are awarded after examination. For information write: Faculty of Philosophy and Letters, Central University, Calle Chile 1350, Quito, Ecuador.

## GUATEMALA

## UNIVERSITY OF SAN CARLOS SUMMER PROGRAM, GUATEMALA CITY

Courses in Spanish language, literature, and history, in a program which lasts from early July till mid-August. In addition, courses in archeology and anthropology are offered in English. In order to enroll, one must be a high school graduate and able to understand Spanish. Tuition costs about \$75. Room and board are provided by families or boarding houses for about \$85 per month. For information write: Registrar, San Carlos Summer School, Apartado 179, Guatemala City, Guatemala.

## MEXICO

## BOWLING GREEN STATE UNIVERSITY SUMMER STUDY

## IN MEXICO, MONTERREY

This program consists of a month of classes in Latin American culture held in English at the University of Monterrey, followed by a 2-week tour of ancient centers of Mexican culture. It takes place from mid-July to late August. Students attending must have junior year standing or higher, and may earn 6 credits on an undergraduate or graduate level. Excursions and picnics are planned while the group is in residence at Monterrey. Total costs come to about \$760. For information write: Dr. Ralph H. Geer, Director of Summer Programs, Bowling Green University, Bowling Green, Ohio.

## GUERRERO STATE COLLEGE SUMMER PROGRAM, ACAPULCO

This program, which begins in early July and lasts until mid-August, offers courses in the Spanish language and Mexican civilization. The tuition comes to about \$30. Room and board is available at hotels at varying prices. For information write: Summer School of Acapulco, P. O. Box 3-93, Acapulco, Mexico.

## INDIANA INTERCOLLEGIATE STUDY PROJECT IN MEXICO, MEXICO CITY

Open to teachers with a demonstrated interest in foreign affairs—and to students of 16 Indiana colleges, able to read Spanish and recommended by the appropriate dean. Program participants take 6 weeks of courses in Spanish at Mexico City College or engage in independent research on a topic requiring interviewing, library study, or participation in community life. They live with families and can earn 6 credits. The cost of the program comes to about \$425. For information write: Dean Samuel E. Braden, Indiana University, Bloomington, Indiana.

**INSTITUTE ALLENDE SUMMER PROGRAM, SAN MIGUEL DE ALLENDE**

Courses in painting, sculpture, photography, drama, writing and other arts, and in Mexican history. Instruction is given in English, but a course in the Spanish language is also available. Additional activities such as field trips and amateur theatricals are arranged. The program runs from mid-June to late August at a tuition cost of about \$50 per month, plus \$3 to \$6.50 per day for room and board with families or in hotels. About 500 Americans generally attend. For information write: Director, Institute Allende, San Miguel de Allende, Mexico.

**CENTRO MEXICANO DE ESCRITORES (WRITERS' CONFERENCE),  
MEXICO CITY**

Courses in writing, manuscript analysis, and translation, held in Spanish and English, and running from mid-June to mid-August. Students must have some experience and talent for writing, either fiction or non-fiction. Tuition is about \$12, and room and board must be arranged by the individual (although the Centro will provide assistance in locating suitable quarters). For information write: Centro Mexicano de Escritores, Volga 3, México 5, D.F., Mexico.

**COLEGIO DE PATZCUARO LANGUAGE COURSE, PATZCUARO**

This organization provides courses in Spanish at various levels of difficulty in two one-month sessions in July and August. There is also a course in Mexican culture, running from late July to late August, held in English. Tuition is about \$60 per session for the language course, about \$160 for the course in Mexican culture (which includes a 2-week excursion). Room and board in hotels comes to about \$10 per day. Academic credit is offered by the Colegio. For information write: Colegio de Patzcuaro, Calle Gabriel Mancera 249, México 12, D.F., Mexico, or Dr. Carl B. Compton, Director, Instituto Interamericano, 5133 NT, Denton, Texas.

**INTER-AMERICAN UNIVERSITY SUMMER PROGRAM, SALTILLO**

Courses in the Spanish language at various levels of difficulty, and in Spanish and Latin American literature and civilization. A graduate program for teachers is included, and there are also special classes for elementary and high school students. The program runs from mid-June to late August and includes two 2-week sessions and one 6-week session. Total costs come to about \$100 for 2 weeks, and are proportionately higher for longer periods. Housing is provided by local families. Excursions, dances, exhibitions and other special events are included at no extra charge. About 500 Americans generally attend. For information write:



Mr. David Martin, Director of Admissions, Inter-American University, Apartado #255, Saltillo, Mexico.

INTERNATIONAL ACADEMY OF SPANISH SUMMER PROGRAM, SALTILLO

This program provides courses in Spanish language and literature at various levels of difficulty, and also in Spanish-American civilization. It runs from early July to early August. Individual tutors are provided for the Spanish courses. Various excursions are arranged, and from 6 to 8 transfer credits can be earned. Total cost for tuition, room and board (with families or in hotels) comes to \$275 to \$300, depending upon accommodations. For information write: Miss Mary Wise, P. O. Box 141, Zion, Illinois.

LOUISIANA STATE UNIVERSITY SPANISH STUDY PROGRAM, MEXICO CITY

This program, which runs from mid-June to mid-August, offers courses in intermediate and advanced Spanish, and a course in Spanish-American literature. Students must have had the equivalent of one semester of Spanish, and must meet Louisiana State entrance requirements. Tuition is about \$20; an "all-expense" plan, including transportation from Baton Rouge and room and board with families, comes to about \$300. Six to 8 credits may be earned. For information write: Chairman, Department of Foreign Languages, Louisiana State University, Baton Rouge, La.

MEXICAN NORTH AMERICAN INSTITUTE OF CULTURAL RELATIONS,  
MEXICO CITY

This program, which lasts from early May to mid-September, provides a variety of courses in Spanish at various levels of difficulty. In addition, there is a course in Mexican civilization held in Spanish and English. The only entrance requirement is a minimum age of 16 years. Tuition varies from about \$12 to \$28, depending on the program. Usually, about 500 Americans participate in this course. For information write: Director of Courses, Instituto Mexicano Norteamericano de Relaciones Culturales, Hamburgo 115, México 6, D.F., Mexico.

MEXICO CITY COLLEGE FOREIGN TRADE CENTER SUMMER COURSE,  
MEXICO CITY

This program, which lasts from mid-July to late August, is a training course in Latin-American business operations for employees of U.S. companies assigned to Latin America. It includes classes in the Spanish language as well as in Latin-American business operations. Tuition is about \$500 plus room and board with families at about \$60 to \$85 per

month. There is a special program for students' wives with a tuition fee of about \$100. For information write: Foreign Trade Center, Mexico City College, Kilómetro 16, Carretera México-Toluca, México 10, D.F., Mexico.

MEXICO CITY COLLEGE SUMMER PROGRAM, MEXICO CITY

This college is an American-type institution offering summer courses in the Spanish language and in Mexican civilization (held in English and Spanish). A course for teachers of Spanish is also offered, and excursions are arranged. The program runs from late June to early August. Tuition is about \$130 to \$150, and room and board in boarding houses about \$60 to \$80 per month. For information write: Mexico City College, Kilómetro 16, Carretera México-Toluca, México 10, D.F., Mexico.

MEXICO CITY COLLEGE SUMMER SCHOOL, MEXICO CITY

This 10½-week session, lasting from mid-June till late August, is a full program of courses patterned after summer schools in the U.S. Classes are held in English and the only requirement is a minimum age of 17 years. The tuition is about \$185, plus room and board in boarding houses at about \$60 to \$80 per month. Excursions are provided by the program. Americans primarily participate in this course. For information write: Admissions Office, Mexico City College, Kilómetro 16, Carretera México-Toluca, México 10, D. F., Mexico.

MONTERREY INSTITUTE OF TECHNOLOGY SUMMER PROGRAM, MONTERREY

Courses in the Spanish language at various levels of difficulty. Additional courses are available in Spanish and Latin American literature and a variety of other subjects—some held in Spanish, some in English. Students take from 10 to 20 hours of classes per week and an M.A. degree is available. Excursions, dances and picnics are arranged. The program runs from mid-July to late August. Total costs, including housing in dormitories, come to about \$300 to \$350. For information write: Escuela de Verano, Instituto Tecnológico de Monterrey, Sucursal de Correos J, Monterrey, Mexico.

NATIONAL UNIVERSITY OF MEXICO SCHOOL FOR FOREIGN STUDENTS  
SUMMER PROGRAM, MEXICO CITY

This school offers courses in the Romance languages as well as courses in the civilizations of Spain, Mexico, and Latin America—some conducted in Spanish, some in English. The program runs from late June to mid-August, and a great many Americans attend. Those attending must be

at least 15 years of age. Tuition is about \$100; room and board with families, about \$50 to \$75 per month. For information write: Summer School, Ciudad Universitaria, México 20, D. F., Mexico.

SPANISH-AMERICAN ACADEMY SUMMER PROGRAM,  
SAN MIGUEL DE ALLENDE

This program consists of courses in Spanish at various levels of difficulty, and courses in Spanish literature and Mexican civilization. Tours and excursions are arranged. Those attending must be at least 16 years of age, with high school students sometimes accepted. The program is held from early July to mid-August. Tuition is about \$35 and room and board in hotels costs from \$3 to \$8 per day; with families, from \$60 to \$100 per month. Approximately 50 American students usually attend. For information write: Horacio Lopez Suarez, Director, Instituto Hispano Americana, Insurgentes 7, San Miguel de Allende, Mexico.

SUMMER FIELD STUDIES PROGRAM, MEXICO, PERU, ECUADOR

This program is open to juniors and seniors at Columbia, Cornell, Illinois and Harvard Universities interested in Latin American studies, international relations, or social science. After an intensive preparation in the spring semester, students spend 3 months working with a team of anthropologists in Mexico. Some students are sent to Peru and Ecuador. For information write: Professor Marvin Harris, Anthropology Department, Columbia University, New York 27, N. Y.

TAXCO SUMMER SCHOOL, TAXCO

This institution offers a one-month program, running from late July to late August, in Spanish language at various levels of difficulty, in Mexican history and culture, and in arts and crafts. The all-inclusive cost, with housing provided in hotels, is about \$250. Low-cost air transportation from various U.S. cities can also be arranged, and up to 5 academic credits may be earned. There are also two 3-week sessions from mid-June to late July for high school students. For information write: Prof. J. E. Angulo, Taxco Summer School, 807 N. Main St., Wichita 3, Kansas.

UNIVERSITY OF MICHOACAN SUMMER PROGRAM, MORELIA

Courses in the Spanish language at various levels of difficulty, in the teaching of Spanish, and in Mexican civilization. Concerts and lectures are arranged, and credits for transfer may be earned. Enrollment is limited to 50; in 1960, 12 students were Americans. The program runs from early July to mid-August. Tuition is about \$60, and room and board

with families comes to about \$3 per day. For information write: Secretaria de la Escuela de Verano, University of Michoacan, Melchor Ocampo 351, Morelia, Mexico.

UNIVERSITY OF THE STATE OF MEXICO SUMMER SCHOOL, TOLUCA

This program offers courses in the Spanish language and in the Mexican civilization, some of which are given in Spanish, some in English. The program runs from late June to mid-August. Students must be at least 18 years of age. Tuition comes to about \$55 and room and board with families to about \$3 a day. A few American students usually attend. For information write: Dr. Emmanuel San Martin, Director of the Summer School, University of the State of Mexico, Toluca, Mexico.

UNIVERSIDAD IBEROAMERICANA SUMMER SCHOOL, MEXICO CITY

This program, which runs from mid-June to the end of July, offers courses in Spanish language at various levels of difficulty; and in Latin American civilization, arts and crafts, and other subjects. Tuition is about \$110, room and board with families or in boarding houses about \$60 per month. Students make their own housing arrangements subject to University approval. Academic credit may be earned. For information write: Summer School, Universidad Iberoamericana, Zaragoza 84, México 21, D.F., Mexico.

UNIVERSITY OF ARIZONA SUMMER SCHOOL, GUADALAJARA

This program, extending from early June to mid-August, offers courses in Spanish at various levels of difficulty, and courses in Latin American civilization and the arts in both Spanish and English. Students can earn up to 6 credits. A high school diploma is the only requirement. A number of excursions are available. The cost comes to about \$250 to \$275, including tuition and room and board with families. For information write: Professor Juan B. Real, Box 7227, Stamford, California.

UNIVERSITY OF ARIZONA SUMMER SCHOOL

HONORS PROGRAM, GUADALAJARA

Six weeks of study at the Guadalajara Summer School, followed by a 2-week tour of Mexico. There are intensive, individualized Spanish lessons, and lectures on Spanish and Mexican literature and civilization. Students must agree to speak Spanish only during the whole program. They live with families and can earn 8 credits. This program is open only to students with a B average or higher, 2 years of college Spanish, and good recommendations from 3 professors. Total cost is about \$600, but 30 scholarships of up to \$400 are available. For information write: Professor



Renato Rosaldo, Department of Romance Languages, University of Arizona, Tucson, Arizona.

UNIVERSITY OF GUADALAJARA SUMMER PROGRAM, GUADALAJARA

This 5-week program, which lasts from late June to early August, offers courses in Spanish literature, Mexican civilization, and arts and crafts, held in Spanish and English. The only requirement is a minimum age of 15 years. The cost comes to about \$250, including tuition and a room in a private home. Living in hotels is possible but this increases the cost. Excursions are included and up to 9 credit points can be earned. Many American students participate in this program. For information write: Miss Yolanda Brostrand, Secretary for the Summer Courses, Belén 120, Guadalajara, Mexico.

UNIVERSITY OF GUANAJUATO SUMMER SCHOOL, GUANAJUATO

This program, which is held from early July to mid-August, offers courses in Spanish language and literature as well as Mexican literature, art and history. Classes are held in Spanish and English. Tuition is about \$60; housing in hotel and with families about \$2 to \$5 per day. Excursions, lectures, dances and other activities are provided. Tutors are available for conversation practice at extra cost. About 100 American students usually participate in this program. For information write: Secretary, University of Guanajuato Summer School, Guanajuato, Mexico.

UNIVERSITY OF MIAMI SUMMER WORKSHOP IN LATIN AMERICAN CULTURES, OAXACA

This workshop provides instruction in intermediate and advanced Spanish, and courses in anthropology, art history, and painting, taught in English. The program runs from mid-June to late July, and is primarily for undergraduates. The total cost, including transportation from Miami, is about \$375. Six credits may be earned. For information write: Dr. W. H. Steinbach, Director of Summer Sessions, Box 8556, University of Miami, Coral Gables 46, Florida.

UNIVERSITY OF VERACRUZ SUMMER PROGRAM, JALAPA

Courses in the Spanish language at various levels of difficulty; and in anthropology, archeology and Mexican civilization, some conducted in Spanish, some in English. The program runs from late June to mid-August. Tuition is about \$65, and room and board in dormitories or with families is about \$1.50 to \$2.00 per day. Approximately 70 American students attend. For information write: School of Foreign Students, University of Veracruz, Juarez 23, Jalapa, Mexico.

## PERU

## UNIVERSITY OF SAN MARCOS SUMMER PROGRAM, LIMA

This program is held from early July to late August and includes courses in the Spanish language (at various levels of difficulty) and in Latin American civilization. Students must be at least 18 years of age, with a fair knowledge of Spanish. Resumés of lectures in English are provided, and an optional excursion to the jungle to study Indians is available. Tuition comes to about \$190, room and board with families to about \$80 per month. For information write: School of Special Studies, University of San Marcos, Lima, Peru.

## PUERTO RICO

## CATHOLIC UNIVERSITY OF PUERTO RICO SUMMER SCHOOL, PONCE

The university offers a series of 4-, 6- and 8-week courses from mid-June to mid-August in Spanish language (at various levels of difficulty) and in Latin American culture. The program is open only to graduate students preparing for careers in Latin America. Tuition is about \$30 per week, plus a "basic fee" of \$95. Students live in dormitories and furnished rooms; the cost is about \$40 per month. Meals at the university dormitory come to about \$35 per week. For information write: Rev. Theodore McCarrick, Universidad Católica de Puerto Rico, Ponce, Puerto Rico.

## UNIVERSITY OF PUERTO RICO SUMMER SCHOOL, RÍO PIEDRAS

This program, which runs from mid-June to late July, offers a full program of courses in academic subjects. Students must have completed the freshman year at a recognized college. Up to 9 credits may be earned, and tuition is about \$5 per credit. Room and board in dormitories and with private families totals about \$100 for the 6-week session. For information write: Mr. Claudio Prieto, Director of Extension Programs, University of Puerto Rico, Río Piedras, Puerto Rico.

## NORTH AMERICA

## CANADA

## LAVAL UNIVERSITY FRENCH SUMMER SCHOOL, QUEBEC

Courses in French language and civilization, at various levels of difficulty, for beginners through the graduate level, with instruction given in French. A program in the Spanish language is also offered. The courses are held in two 3-week sessions between early June and mid-August. Those

attending must be at least 16 years of age. Tuition is about \$150 for six weeks. Housing with French-speaking families comes to about \$8 per week, or \$25 per week with 2 meals a day. For information write: Secrétariat des Cours d'Été, Université Laval, Quebec, Canada.

**MCMASTER UNIVERSITY SUMMER SCHOOL, STRATFORD**

This school offers seminars on Shakespeare and his times in two one-week sessions during the last half of August. Students attending must be at least 17 years of age. Total costs come to about \$100 including room and board with families. For information write: Secretary, Summer School, McMaster University, Stratford, Ontario.

**MCGILL UNIVERSITY SUMMER SCHOOL, MONTREAL**

This program lasts from late June to mid-August and offers courses in French language and civilization at various levels of difficulty. Students must be 18 years of age or older, with 2 years of college French, and able to provide letters of recommendation. Tuition is about \$175, and room and board in a dormitory is about \$180. For information write: Secretary, French Summer School, McGill University, Quebec, Canada.

**SCHOOL OF FINE ARTS SUMMER SCHOOL, BANFF  
(UNIVERSITY OF ALBERTA)**

This program, which consists of two 6-week courses from mid-June to early September, offers classes in the arts and in modern languages. Class time amounts to about 20 hours per week. Tuition—varying with the program and the courses taken—ranges from about \$45 to \$130 (language courses from \$80 to \$100) for a 6-week session, with room and board from \$140 to \$270 for the same period. Advanced students of French live and study in a special chalet. For information write: Mr. Donald Cameron, Director, Banff School of Fine Arts, Banff, Alberta, Canada.

**UNIVERSITY OF MONTREAL SUMMER SCHOOL, MONTREAL**

This program, which lasts from early July to mid-August, offers courses in French language and civilization at various levels of difficulty, including a course for beginners. Those attending must be at least 17 years of age and must have a good knowledge of French if taking French civilization courses. Courses in Slavic languages and civilization are also available. Tuition is about \$150, and room and board with families about \$10 per week. For information write: Extension Department, University of Montreal, P. O. Box 6128, Montreal 3, Canada.

## UNIVERSITY OF OTTAWA SUMMER MUSIC PROGRAM, OTTAWA

This program runs from late June to early August, offering courses in sacred music. Classes are given in French and are held for about 15 hours per week. A good background in choral music and French is required. Tuition comes to about \$55 and room and board to about \$100. A certificate and diploma are available after examination. For information write: Director of the Summer School, Sacred Music Program, University of Ottawa, Ottawa, Canada.

## UNIVERSITY OF OTTAWA SUMMER PROGRAM, OTTAWA

This program, which runs from late June to early August, consists of courses in French conversation amounting to 20 hours of class work per week. An elementary knowledge of French is required for entrance. Tuition is about \$85 and room and board about \$100. For information write: Director of the Summer School, University of Ottawa, Ottawa, Canada.

## UNIVERSITY OF WESTERN ONTARIO SUMMER SCHOOL, TROIS-PISTOLES

Courses here are offered in the French language at various levels of difficulty, including a course in teaching French in the primary grades. The program lasts from early July to mid-August. Students attending must be at least 18 years of age. Tuition comes to about \$65, and room and board to about \$110. For information write: Professor T. J. Casaubon, University of Western Ontario, London, Ontario, Canada.

## OTHER CANADIAN PROGRAMS

In addition to offering the above-listed programs, which for one reason or another seem to attract most American students, all Canadian universities admit American students to their regular summer programs. These are similar in scope and subject matter to those given at U.S. colleges and universities. The sessions usually run from early July to mid-August, and tuition varies, but can be estimated at about \$50-\$60 per course. Room and board for the 6-week sessions will run from about \$100-\$125 for minimum accommodations.

The Canadian Government Travel Bureau (680 Fifth Avenue, New York 19, New York) publishes an annual booklet, *Summer Courses in Canada*, which describes briefly the offerings of all the universities. For more specific information about programs and costs write directly to The Registrar of the proper institution. Their addresses follow:

University of Alberta, Calgary, Alberta

University of Alberta, Edmonton, Alberta

Victoria College, Victoria, British Columbia



University of British Columbia, Vancouver 8, British Columbia  
University of Manitoba, Winnipeg, Manitoba  
Mount Allison University, Sackville, New Brunswick  
University of New Brunswick, Fredericton, New Brunswick  
Teachers' College Summer School, Fredericton, New Brunswick  
Memorial University, St. John's, Newfoundland  
Acadia University, Wolfville, Nova Scotia  
St. Francis Xavier University, Antigonish, Nova Scotia  
Mount Saint Vincent College, Rockingham, Halifax County, Nova Scotia  
Saint Mary's University, Halifax, Nova Scotia  
McMaster University, Hamilton, Ontario  
Queen's University, Kingston, Ontario  
University of Ottawa, Ottawa 2, Ontario  
University of Toronto, 65 St. George St., Toronto 5, Ontario  
Ontario College of Education, 371 Bloor St. W., Toronto 5, Ontario  
University of Western Ontario, London, Ontario  
Carleton University, Ottawa 1, Ontario  
Bishop's University, Lennoxville, Quebec  
University of Montreal, P. O. Box 6128, Montreal 3, Quebec  
MacDonald College of McGill University, Ste. Anne de Bellevue, Quebec  
Université de Sherbrooke, Case Postale 790, Sherbrooke, Quebec  
University of Saskatchewan, Saskatoon, Saskatchewan

## NEAR AND FAR EAST

### LEBANON

#### AMERICAN UNIVERSITY SUMMER SCHOOL, BEIRUT

From mid-July to mid-September, a general program of courses is offered in the School of Arts and Science. The tuition comes to about \$130 and housing is provided on campus. For information write: Mr. Farid Fuleihan, Registrar, American University, Beirut, Lebanon.

### JAPAN

#### JAPAN FOUNDATION SUMMER INSTITUTE, TOKYO

This program offers courses in the Japanese language (at various levels of difficulty) and courses held in English on Japanese civilization and arts. Class time comes to 20 hours per week, and credits are available for transfer. Entrance requirements include a satisfactory transcript of a college or professional record and a letter of recommendation. The program lasts from early July to mid-August. Total costs, including room and board at a Japanese inn, amount to about \$400, and excursions and social

events are arranged. For information write: Japan Foundation Summer Institute, 10 Kishikatomachi, Bunkyo-ku, Tokyo, Japan.

SOPHIA UNIVERSITY SUMMER PROGRAM, TOKYO

This program offers courses in Far Eastern history, civilization, and related subjects, held in English from early July to late August. A 10-day "study-observation" tour is included in the program. Tuition is about \$110 and room and board for five weeks is about \$100. Low-cost transportation from Vancouver to Tokyo is available to groups of 60 or more. For information write: Rev. Maurice Barry, S.J., Sophia University, 7 Kioi-cho, Chiyoda-ku, Tokyo, Japan.

## CHAPTER 6: *Tours-cum-Education*

*Non-profit and commercial organizations that offer educational and "summer-study" tours . . . European student unions that operate low-budget tours open to Americans . . . tours that do (and definitely do not!) have academic credit value . . . and a warning from a prominent educator.*

WHILE THE IDEA of improving one's education through travel is very old, *organized* student tours are almost entirely a product of the present century. The earliest known study tour was one organized by the Pedagogical Institute of the University of Jena in 1892, and American colleges began to grant credit for travel programs in the 1920's. Most of these tours were for teachers and prospective teachers, and stressed comparative education. In the years immediately after World War II, over 100 colleges in the United States had such programs.

Today educational tours have increased to such a degree in both number and variety that generalization and even summary are impossible. Careful investigation before deciding upon a tour program is mandatory if disappointment is to be avoided. The advertisements in a single edition of *The New York Times* offer a program of "Sightseeing with Insight," sponsored by Miami University of Ohio; an invitation to "Paint and Travel in Spain" with a Michigan professor; "40 Marvelous" student and teacher tours run by the National Student Association; a "Grand Tour of Europe" sponsored by Study Abroad, Inc.; programs in Spain, Italy, Austria, and France sponsored by the Educational Travel Association; and many, many others.

## A TYPICAL TOUR

Some educational tours combine travel with a course at a summer school abroad; others feature short periods of residence with private families in various countries. Here is the itinerary of a "typical" tour organized by the United States National Student Association. This particular tour, which took place during the summer of 1961, cost \$1,130.

1st day—Sail from New York or Montreal.

2nd to 8th—At sea.

## Visiting HOLLAND

9th—Arrive in ROTTERDAM. Continue by motor coach to Amsterdam.

10th to 12th—AMSTERDAM. Excursion to Leiden, Delft, and The Hague. *Party with Dutch students.*

13th—Leave Amsterdam in morning for Hamburg.

## Visiting GERMANY

14th Day—HAMBURG. Orientation program on life in Germany. *Evening at student club.*

15th—Transfer to airport by motor coach for flight to Berlin.

16th to 18th—General city sightseeing in WEST BERLIN and visit to EAST BERLIN. *Evening party with West Berlin students.*

19th—Fly to COLOGNE in the morning. Visit the famous cathedral and continue by motor coach to BLANKENBURG.

20th—Leave Blankenburg by Rhine Steamer for HEIDELBERG. *Evening party with German students at a typical student inn.*

21st—Continue to ROTHENBERG.

22nd—Leave Rothenberg in the morning for Munich.

23rd and 24th—MUNICH. *Evening entertainment at the Hofbräuhaus.*

## Visiting AUSTRIA

25th Day—Leave Munich for Innsbruck. *Party with Austrian students in evening.*

26th—INNSBRUCK. Morning excursion to the Hafelekarr for a view of the Austrian Alps. Afternoon departure for Salzburg.

27th—SALZBURG. *Attend evening performance of the Salzburg Marionettes.*

28th—Leave Salzburg for Vienna.

29th and 30th—VIENNA. *Evening at a "Heurigen" Inn at Grinzing.*

31st—Leave Vienna for Klagenfurt.

32nd—KLAGENFURT. Morning sightseeing, then continue to Venice.



## Visiting ITALY

33rd and 34th Day—VENICE. Excursion to the Lido Beach. *Evening gondola ride on the Grand Canal.*

35th—Leave Venice in the morning for Rimini by way of Ravenna. Lunch in Ravenna with a visit to the tomb of Dante and the great mosaic works.

36th—RIMINI. Full day of swimming, sunbathing and relaxation.

37th—Leave Rimini for Rome.

38th to 41st—ROME. Excursion to Tivoli. *Attend an evening performance of an opera at the Baths of Caracalla.*

42nd—Leave Rome for Florence.

43rd to 45th—FLORENCE. Meeting with Italian students. *Evening concert in the courtyard of the Pitti Palace.*

46th—Leave for Milan in the morning.

## Visiting SWITZERLAND

47th Day—Leave Milan and continue by motor coach for St. Moritz and Sils Maria.

48th and 49th—ST. MORITZ or SILS MARIA. *Fondue party with Swiss students.*

50th—Leave by motor coach for Lucerne.

51st—LUCERNE. Swimming and boating.

## Visiting FRANCE

52nd Day—Leave in the morning for Dijon via Basle and Belfort.

53rd—Morning sightseeing in DIJON, then continue to Paris.

54th to 57th—PARIS. Excursion to Chartres and Versailles. *Attend evening performance of the Folies Bergères or the Opéra.*

## Visiting ENGLAND

58th Day—Leave in the morning by rail and steamer or air for London.

59th to 62nd—LONDON. Excursion to Oxford and Stratford-on-Avon. *Attend a performance at the Shakespeare Memorial Theater in Stratford.*

63rd—Tour ends after breakfast in London.

64th to 70th—A week (or less) free time.

71st—Sail from Southampton.

72nd to 80th—At Sea. Arrive New York or Montreal.

## WHICH IS THE BARGAIN?

It is extremely difficult to compare the prices of various tours because so much depends upon distances traveled, accommodations provided

en route, and the number and quality of such "extras" as theater tickets which are included in the total package. The National Student Association tour just outlined is clearly a good bargain, but is a 63-day tour of ten countries for \$1,095 a better buy than a 52-day tour of fourteen countries for \$1,698? Only a careful study of the details of both tours will yield an answer to this question.

Generally, however, tours organized by foreign student groups are the cheapest (and in our opinion, the best)—for while the facilities offered are likely to be simple, the opportunities to meet and get to know Europeans are greater by far than those available on American-sponsored tours.

Recently, Stephen Freeman, vice president of Middlebury College, prepared an admirable summary of the pros and cons of student tours for the Institute of International Education. Prof. Freeman's essay offers sound advice for anyone considering an educational tour, and since the *Bulletin* in which the article appeared is out of print, we have, with the permission of the author and the Institute, reproduced the article here:

## CHOOSING A SUMMER STUDY-TRAVEL PROGRAM

Anyone who is fortunate enough to have next summer free, and also to have adequate financial resources, is likely to be thinking of joining some kind of a travel tour. Many persons, especially students, teachers and other professional people, will wish to consider adding some serious educational aspects to the tourism. Summer study-travel programs abroad have become amazingly popular in recent years. The Council on Student Travel estimates that some 20,000 college students will be enrolled in such summer programs, half of them in programs sponsored by educational institutions and half traveling with commercial tours. More than 50 American colleges sponsor summer study programs abroad, and over 100 foreign universities enroll visiting Americans in summer courses. There are thousands of travel agencies eager to plan group or individual travel including educational or study features.

Objectives of travel vary widely. Some people wish to spend most of their time traveling, seeing new sights, covering as much ground as possible; others wish to visit intensively in one country, concentrating on one certain aspect, and no one can deny that these activities are educational in a real sense. Still other people, however, wish to subordinate the touristic features of their summer to a well-defined program of study at an educational institution. Most teachers and many undergraduate students are

interested in securing academic credit or other official recognition for the time and money expended. The purpose of this article is to explain the various criteria by which the multitude of study-travel tours can be evaluated, and to assist the prospective student-traveler in choosing the one best suited to his objectives.

The first factor of a travel program which should be examined is the type and quality of sponsorship and leadership. One should look carefully at the names of individuals and organizations accepting responsibility and determine whether the sponsor is a college or university, an individual professor at an educational institution, a travel agency or a private individual. A travel agency generally will be more interested in, and place more emphasis upon transportation, hotels and sightseeing. It will tend to organize tours which move rapidly from place to place and to stress the broadening aspects of travel. It generally will leave the student on his own if and when he wishes to stay in one place and take courses. Some travel agencies advertise that their tours are prepared by "an educational advisory committee," but neglect to say who composes the committee.

On the other hand, when a college offers a summer program, and officially takes responsibility for it, even though the traveling arrangements are made by an agency, as they often are, emphasis usually will be placed on the courses of study offered, and the college will endeavor to insure a high quality of instruction. Tours sponsored by an individual professor at a college should be examined with care to discover to what extent the professor has the sanction and support of his institution. Sometimes he has it; but this is not necessarily the case.

Least responsible of all are private individuals who organize study-tours. Unless they have been in the travel business for many years, they may lack necessary contacts and experience to make satisfactory arrangements. They may even be financially unreliable. Some reliable travel companies offer a free trip to the person who enrolls a group. This in itself is not objectionable if an experienced leader is put in charge; but if the organizer then also becomes the leader of the group, the plan should be viewed with suspicion. Special caution should be used before becoming involved with tours which use high-sounding names implying connections with a foreign university, but which have only a post-office box number. All such programs can be checked with the Institute of International Education.

A second criterion for evaluating study-tours is their admission

policies. It appears self-evident that any bona-fide study plan would have some entrance requirements or limitations. If study is to be done at a foreign university, inquiry should be made into the applicant's competence in the foreign language to be used at the university. Study programs cannot be well organized for an indiscriminate mixture of college freshmen, seniors, teachers, graduate students and even general public. A tour which accepts anyone willing to pay the price of admission admits that it is not really a *study* tour, and that if any real study is to be done, it will be the responsibility of the individual to select the proper group or level or subject matter at some available institution. Some tours make extravagant claims about shipboard orientation. We read statements that "daily lectures during the ocean crossing will provide an adequate introduction to the history, literature and culture of all the countries to be visited." Or we read that "three weeks of intensive instruction in the foreign language will enable the participants to follow university lectures on the history, art, music and literature of the country." Particularly if the prospective student-traveler wishes some official recognition of a study program, he should expect to be asked about his college standing, previous courses taken in the subject and his knowledge of the pertinent foreign language. If no such questions are asked, he should be highly suspicious of the program.

This brings us to a third criterion—accreditation. As a general rule, a study-tour officially sponsored by a recognized college or university will give, after scheduled final examinations, its own formal transcript indicating the courses followed and the number of hours of approved credit. Such a transcript usually is accepted for transfer of credit by other colleges, but the participant should inquire about credit acceptance from his own college or university in advance of his departure. Any other type of certificate promised by a tour agency is open to question. Foreign universities freely give "certificates of presence" which mean nothing. Unless the period of study is properly timed, final examinations will not be available, and without them no reputable institution will grant credit. Private study-tour agencies can only recommend a certain amount of credit, and most colleges do not allow credit on that basis. Some tours make vague claims that "no registrar will have any difficulty in evaluating these courses," or that "our study courses are approved by the highest educational authorities." It would be more honest if they made no statement at all,



but let the individual student arrange for placement examinations at his own college after his return home.

The most important criterion of all is, of course, the description of the program to be followed. The prospective traveler should investigate carefully whether the tour does what he wishes to do: what proportion is study and what proportion travel, where and under what sort of instruction the study is done, and how rapid or leisurely the pace of travel is.

One of the most common plans is the combination of about four weeks of study in a regular program of courses at a foreign university, with about three weeks of travel. This can be a good arrangement if properly supervised. Those interested in such a program should make sure that the sponsoring organization actually enrolls participants in the proper level of courses, that final examinations and a certificate are to be given and that suitable living accommodations are arranged. It should be remembered that private families in Europe do not readily open their homes to boarders, and that living arrangements even in hotels are scarce and expensive anywhere in Europe in the summer. No one should embark on a summer study-tour without reliable assurance that room and board have been arranged during the period of study.

There are scores of different kinds of study courses being offered in connection with travel tours. Prospective students should inquire carefully into the details. If a course is taught regularly at a foreign university or institute, it should be easy to discover what subject matter is covered and by whom, whether the student will be placed at the proper level for his greatest profit, whether the courses are taught in English or in a foreign language—in the latter case, whether his knowledge of the language is adequate, whether final examinations and a certificate showing the results are guaranteed and whether academic credit can be expected.

On the other hand, if a study course is specially arranged by the sponsoring agent or the travel company for members of a tour, greater caution is necessary. Instruction may be well organized, systematic and given by competent professors drawn from university circles abroad; or it may be haphazard, sandwiched in between excursions, taught by substandard teachers or by tour personnel who may be getting a free trip for their services. Pertinent questions to ask are: how long does the group stay at the educational center; where and by whom are the courses taught;

what is the daily schedule of instruction; how much study outside of classes is expected (some tours glowingly promise none); can everyone expect to pass the exams if he "tries hard"; in other words, what is the quality of the study program?

A summer tour which describes its program as "instruction while traveling" cannot really be called a study program. The usually advertised features of these tours are: orientation lectures aboard ship (if seasickness does not intervene); series of lectures given by the tour leader en route; explanations of points visited, often by a local person such as a museum guide; interviews with "distinguished persons"; instruction in a smattering of foreign language phrases for several countries; vague promises about lectures in the foreign language on subjects like Alpine geography or the organization of the French community. Usually no examinations are given in these programs, and any statements about academic credits are vague, implying that no college could fail to recognize the value of such travel. The fact is that such tours may be and often are really educational in the broadest sense, but they are not likely to be bona-fide study programs; and those who are led to expect academic credit for them are likely to be disappointed.

It should be clear that there are many excellent summer travel tours which make no claim to be academic study programs and which describe their objectives plainly and honestly. Such, for example, is the program of the Experiment in International Living. The Council on Student Travel sponsors a number of clearly described travel tours.

This article simply is a plea to the prospective student-traveler . . . to read the "fine print" in the mass of attractive brochures which he will receive, and be sure that the tour he selects corresponds clearly and reliably to his objectives and needs.

Stephen Freeman's warnings are made more pertinent by the reduced air fares now available to groups of 25 or more travelers. This "discount rate" can be a stimulus to shoddy "study tours." When you choose—choose with care!

## EDUCATIONAL TOURS

*Academic Travel Abroad (ATA), 550 Fifth Ave., New York, 36, N. Y.*

This non-profit organization arranges tours to all areas of the world. Attendance at foreign summer schools in England, France, Austria, or Japan is provided for in some cases. Academic credit is sometimes available, and residence with local families is arranged.

*American Express Student Tours*

A wide choice of tours in Western Europe, arrangements being made through local agents. No academic credit is available.

*Americans for Democratic Action Trips Abroad,*  
1341 Connecticut Ave. N.W., Washington, D.C.

This organization arranges tours of Western Europe which include an examination of political, social, and economic matters in the countries visited. Interviews with government officials are arranged. No academic credit is given.

*American Youth Abroad, 88 University Station, Minneapolis 14, Minnesota*  
Tours to Western Europe and South America.

*American Youth Hostels, 14 W. 8th Street, New York 11, N. Y.*

This non-profit organization publishes handbooks and guides to various European countries, including *Tips on Hosteling Independently in Europe*. It also arranges tours in Western Europe, making use of the youth hostels available and stressing bicycle and hiking excursions. No academic credit is given.

*Arista Student Travel Association, 681 Fifth Avenue, New York 36, N. Y.*

This association offers a large choice of tours in Western Europe, Eastern Europe, Canada and Mexico. Those wishing to participate must submit a recommendation from an adviser or undergo a personal interview. Special tours for teen-age groups are arranged. No academic credit is given.

*Augustana College Swedish Summer Tour, Augustana College,*  
*Rock Island, Illinois*

This tour to Sweden includes an intensive study of the Swedish language, for which academic credit is granted.

*Centre d'Echanges Internationaux, 21 rue Béranger, Paris 3, France*

This organization runs "vacation centers" at Dinard (Brittany) and Boulouris-St. Raphaël (Côte d'Azur) especially for students.

*Columbia Teachers College Traveling Seminar, Teachers College,*  
*Columbia University, New York 27, N. Y.*

This seminar, which takes place in Western Europe and the Middle East, stresses international education and consists of visits to international

organizations, schools, and government agencies as well as discussions with educators and others. Readings are required before departure, and academic credit is available.

*Consolidated Tours, Inc., 250 W. 57th Street, New York 19, N. Y.*

Tours in Western and Eastern Europe are arranged by this organization for students. No academic credit is given.

*Daly Student Tours, 505 Geary Street, San Francisco 2, California*

This organization runs tours in Western Europe. No academic credit is granted.

*Educational Travel Association, 590 Fifth Avenue, New York 36, N. Y.*

This association arranges tours in Western Europe which include attendance at summer courses in Austria, France, Italy or Spain. No academic credit is available.

*Eur-Cal Tours, 2308 Telegraph Ave., Berkeley, California*

Tours for students to Western and Eastern Europe are arranged by this organization. No academic credit is granted.

*European Traveling Seminar, 2639 Eye St., N.W., Washington 7, D.C.*

This organization offers a large choice of tours in Western Europe, stressing art, history, and current affairs. Residence with local families, lectures by Europeans, and group meetings are included. Academic credit is available.

*Experiment in International Living, Putney, Vermont*

This non-profit group arranges a wide choice of tours in Europe, Asia, Africa, and Latin America. Residence with local families is provided. No academic credit is available.

*Flying College Tours, 1 East 53rd Street, New York 22, N. Y.*

This organization runs tours to many parts of the world. Academic credit is available.

*Foreign Study Tours, 3285 Wilshire Blvd., Los Angeles 5, California*

Academic credit is available for these tours to Western Europe, which stress music and art.

*General Tours, Inc., 595 Madison Ave., New York 22, N. Y.*

This organization arranges a large number of tours to Western and Eastern Europe, including special tours for teen-agers. Academic credit is sometimes available.



*Grueninger Tours, Indiana State Teachers Building, Indianapolis, Indiana*  
Academic credit is available for these tours in Western Europe.

*House of Travel, Inc., 17 East 49th Street, New York 17, N. Y.*

Tours in Western Europe are arranged by this organization. No academic credit is available.

*Indiana University Russian Study Tour, Bloomington, Indiana*

This is a non-credit tour of Russia for advanced students of Russian only, since no English is spoken.

*Israel Summer Institute, 515 Park Avenue, New York 22, N. Y.*

This is a Near Eastern tour provided by a non-profit group, operated in conjunction with the Israel Student Tourist Association. It includes attendance at Israeli summer courses and work camps. No academic credit is available.

*Johansen Student Tours, Box 367, New Canaan, Connecticut*

This is a tour of Western Europe for 15- to 18-year-olds only. It is a non-credit program.

*Lanseair Travel Service, 1026 17 Street N.W., Washington 6, D.C.*

This organization offers tours of both Western Europe and Eastern Europe and is recommended by the International Educational Advisory Committee. Arrangements are made for attendance at European summer schools in France, England, Spain, Germany or Italy, and for housing in private homes. Recommendations for academic credit are given.

*Lisle Fellowship, Inc., 204 S. State Street, Ann Arbor, Michigan*

This non-profit organization offers non-credit tours of Russia, Africa, or Western Europe. Stays with families are arranged. There are also special tours for teachers.

*Maupintour Associates, 400 Madison Avenue, New York, New York*

This organization offers a large choice of non-credit tours in Eastern Europe, the Middle East, or Western Europe with chief stress on Iron Curtain countries.

*Mennonite Central Committee, Menno Travel Service, Akron, Pennsylvania*

These tours of Western Europe are primarily for students and recent graduates of Mennonite and Brethren in Christ Colleges. Participation in work camps is considered part of the tour. No credit is available.

*National Education Association (NEA) Division of Travel Service,  
1201 16th Street, N.W., Washington 6, D.C.*

This organization offers a large choice of tours to all areas, with academic credit available to those interested.

*National Federation of Catholic College Students Travel Program  
(NFCCS), Polaris Tours, Inc., 11 W. 42nd Street, New York 36, N. Y.*

These non-credit tours to Western Europe are for Roman Catholics, and are accompanied by priests.

*New York University School of Education, Room 57A,  
80 Washington Square East, New York 3, N. Y.*

This is a non-profit tour of Western Europe that offers graduate credit to participants. It includes study at the Institute of Education, London University, and in Germany and Italy. In addition, there are seminars with European educational administrators and teachers. Extensive reading is required before departure, and a research paper is required at the end of the program.

*Paris-France-Europe Association for Study and Travel, 10 E. 49th Street,  
New York 17, N. Y.*

This organization offers tours of Western Europe with attendance at Le Fleuron school in Florence included. Academic credit is available for those interested.

*Simmons Teen-University Trips, 441 Madison Avenue, New York 22, N. Y.*

This organization offers a large choice of tours in Western Europe, Mexico, and Asia. Attendance at European summer schools in France, Switzerland, or Austria and at Mexican summer schools is included though no credit is offered. There are special tours available to high school students.

*State University of New York, 8 Thurlow Terrace, Albany, New York*

A large choice of tours is offered in Western Europe and Mexico. Attendance at foreign universities is included as well as rooming with families. A term paper is required of those seeking credit.

*Students International Travel Association (SITA), 50 Rockefeller Plaza,  
New York 20, N. Y.*

This organization offers a large choice of both credit and non-credit tours in Europe, Asia, Latin America and Africa. Special bicycle tours are included.

*Student Travel Overseas Program (S.T.O.P.), 2123 Addison Street, Berkeley 4, California*

This organization offers a large choice of non-credit tours of Western Europe with British student guides. Social events with European students are integrated into the tours.

*Study Abroad, 250 W. 57th Street, New York 19, N. Y.*

This organization provides a large choice of both credit and non-credit tours in Western Europe, in Eastern Europe, in Latin America and throughout the world. Attendance at a Paris Summer school is included in some of the tours.

*Study Tours, Department of Asiatic Studies, University of Southern California, Los Angeles 7, California*

This group offers non-credit tours in Japan and Hong Kong. Meetings with students, artists, and other specialists are arranged.

*Syracuse University Summer Abroad, International Programs, Syracuse University, 610 E. Fayette Street, Syracuse 3, N. Y.*

This program offers tours in Western Europe and Japan for academic credit. The stress, however, is on home economics and includes living with families.

*Travel and Cultural Exchange, 550 Fifth Avenue, New York 36, N. Y.*

This organization offers non-credit tours to Western Europe which include residence with European families and social events with European students.

*U.S. National Student Association (USNSA), Educational Travel, Inc. (ETI), 20 W. 38th Street, New York 18, N. Y.*

These non-profit groups offer a large variety of tours, both credit and non-credit, to all areas of the world. They are coordinated with European student unions and include attendance at European summer schools in France, Austria and Italy. They will provide foreign student guides, and also make available various specialized tours—for example, a teen-age tour, a graduate student or teacher tour, a drive-yourself tour, and a student hostel bicycle tour.

*University Travel Company, 18 Brattle Street, Cambridge 38, Mass.*

This company offers a large choice of both credit and non-credit tours in Western Europe. Attendance at European summer schools in Austria, France, Italy, Spain and Switzerland is included.

*Les Voyages Scolaires Belgo-Luxembourgeois, 12 blvd. Charlemagne, Brussels, Belgium*

This is a non-profit organization that offers tours of Belgium and Luxembourg to student groups.

*Wakefield, Fortune, Inc. World Travel, 15 E. 58th Street, New York, N. Y.*

This organization offers a large choice of non-credit tours in both Western and Eastern Europe, with drive-yourself tour plans available.

*Wayne State University Workshop in Scandinavia, Wayne State University, Detroit, Michigan*

This is a tour of Scandinavia with the stress on comparative education. Academic credit is available.

*Western States Council on Educational Travel, 3902 Lomaland Drive, San Diego 6, California*

This organization offers a large choice of tours to Europe, Latin America, and the rest of the world. Attendance at European summer schools is included in some of the tours. More than twenty western colleges grant credit for particular tours. (This Council sets standards for educational tours which members agree to maintain. It distributes an annual catalogue of university-sponsored tours, including itineraries, subjects taught, costs, dates, and other information.)

## TOURS OPERATED BY STUDENT UNIONS

Local tours operated by student groups are everywhere a bargain. They do not include, of course, transportation across the Atlantic. The following organizations operate such tours or provide information about them:

**AUSTRIA:** Buro für Studentenwanderungen,  
Schreibvogelgasse 3,  
Vienna 1, Austria

**BELGIUM:** Federation of Belgian Students,  
60 rue de l'Association,  
Brussels, Belgium

**DENMARK:** Danish International Student Committee,  
Pederstræde 19,  
Copenhagen K, Denmark

**FINLAND:** National Union of Students of Finland,  
Kampinkatu 4-6,  
Helsinki, Finland



FRANCE: Office du Tourisme Universitaire (OTU),  
972 Fifth Avenue,  
New York 21, N. Y.

Cité-Club Universitaire,  
33 boulevard de Courcelles,  
Paris 8, France

GERMANY: German Student Travel Service,  
Kaiserstrasse 71,  
Bonn, Germany

Akademische Auslandstelle,  
Schlüterstrasse 7,  
Hamburg 13, Germany

GREECE: National Union of Greek Students,  
15 Hippocratus St.,  
Athens, Greece

IRELAND: Students' Representative Council (ISTA),  
Newman House,  
86 St. Stephen's Green,  
Dublin, Ireland

ISRAEL: National Union of Israeli Students,  
7 Petach Tikvah Rd.,  
Tel Aviv, Israel

ITALY: Corda Frates,  
Via Frattina 41,  
Rome, Italy

National Union of Italian Students (CRUIE),  
Via Piemonte 63,  
Rome, Italy

NETHERLANDS: Netherlands Office for Foreign Student Relations,  
29 Broadway  
New York 6, N. Y.; or,  
Rapenburg 6,  
Leiden, Netherlands

NORWAY: National Union of Norwegian Students,  
Uraniensborgveien 11,  
Oslo, Norway

SCOTLAND: Scottish Union of Students,  
3 Crichton St.,  
Edinburgh, Scotland

SPAIN: Oficina de Viajes Universitarios del Sindicato  
Español Universitario (SEU),  
Central Glorieta de Quevedo 8-20,  
Madrid, Spain

SWEDEN: Swedish National Union of Students,  
Korsbarsvagen 1,  
Stockholm V, Sweden

SWITZERLAND: Swiss National Union of Students,  
Eidg. Techn. Hochschule 47A,  
Zürich, Switzerland

TURKEY: National Students Federation of Turkey (TMTF),  
Babiali Caddesi 40,  
Cagaloglu, Istanbul, Turkey

YUGOSLAVIA: National Union of Yugoslav Students,  
Trg Marksa-Engelsa 1-a,  
Belgrade, Yugoslavia

## CHAPTER 7: *Work-and-Study and "Living Abroad" Programs*

*"Learning by living" in a foreign land . . . a case study: The Experiment in International Living . . . job opportunities abroad . . . International Association of Students in Economics and Commerce . . . American Student Information Service*

MANY AMERICANS go abroad not to study in the formal sense but to "learn by living" in a foreign land. They seek the non-academic benefits that come from travel, from contact with a different culture, from getting to know people with other ideas and other systems of values.

The classroom is not for them. The student, they reason, is almost by definition a being apart. His interests require that he remove himself from the world and seclude himself with his books, laboratory tools, and research papers. How much better, they say, it is to spend one's precious weeks and months abroad actively participating in some community activity: living with a local family, holding down a job, helping unfortunates improve their lot, or taking part in some other socially constructive activity. An extremist of this school might even say that students are selfish, out to improve *themselves* above all else, journeying abroad to take rather than give or share.

All over-exaggeration aside, few will argue with the proposition that the student who goes abroad without his books, impelled simply by a desire to learn by living, may well achieve as much intellectually as the scholar who is closeted in a library. And he will be far more likely, too, to

make a good impression upon local people and thus contribute substantially to the development of international good will.

This being the case there are, naturally enough, many organizations that try to aid students who want to live and work abroad. Some simply provide information, but a very considerable number conduct programs through which American students are placed in foreign homes and in foreign jobs for varying lengths of time.

## EXPERIMENT IN INTERNATIONAL LIVING

Perhaps the best known of these organizations is the Experiment in International Living, founded in 1932, an institution which now sends over 1,200 young Americans each year to live with families in some thirty nations. Approximately the same number of foreign youths come to the United States each year under Experiment auspices. The chief object of the Experiment is to enable participants "to make an enduring contribution to international understanding . . . by proving through individual action that different peoples of the world *can* learn to live together in mutual respect and understanding." Additionally, the organization believes its program will broaden the individual, too, and add greatly to his stock of factual information. Dr. Gordon Boyce, president of the Experiment (which has its headquarters in the small town of Putney, Vermont), has granted us permission to print the following official account of the nature and activities of the "Experiment."

*Your Experiment* . . . starts almost from the moment you are accepted as a member. Your first step to membership is to submit an application (obtainable from any of the Experiment offices) telling about yourself in great detail. Your next step is to write a letter to your prospective family abroad—sometimes in their own language—according to instructions which will be sent to you. The Experiment also secures references from persons who know you especially well. These papers, together with a health report from your physician, are evaluated by experienced members of the Experiment staff in a rigorous "sizing-up" process which takes at least six weeks in all.

Only those are accepted who are likely to cope successfully with the problems and challenges of an Experiment program, to contribute significantly to the experience of their group, and to be worthy representatives of the United States abroad. Flexibility, adaptability, resourcefulness, and a genuine desire to make friends abroad are all essential qualifications. The candidates finally chosen are almost certain to be successful Experimenters—



the kind who contribute to international understanding even under trying circumstances, and who come home feeling they have just had the best experience of their lives.

Even though an Experiment is a challenge, demanding the best that is in you, it is also an extraordinary brand of fun. Some members are so caught up in the spirit of Experimenting that they go abroad several times—each time to a different country. Many of them later qualify for leadership assignments and go abroad with the double advantage of an expense-paid Experiment and of superb training in the art of responsible, creative leadership. To all of these, and to a majority of all Experimenters, the program has proved its lasting value. In fact, a recent alumni survey revealed that two-thirds of all Experimenters in the United States are engaged in careers or part-time activities which contribute actively to international understanding. . . .

Once accepted as an Experiment member, you will begin almost immediately to prepare for the program ahead of you. A series of bulletins and brochures from The Experiment will provide the information you need on passports, inoculations, clothing, books to read, travel instructions, and other essential details. You will at all times have the help of a professional staff—even though you will quickly find yourself solving most of your problems on your own.

As your embarkation date approaches, you will be assigned to a group of about ten Experimenters going to the same country. The group may be mixed or all-girl; its members will all be about the same age as yourself. In all probability, they will represent a variety of geographic, academic, and professional backgrounds. Your group will have a mature leader—an experienced adult selected and trained for his position by The Experiment. The eleven of you will make a "matched group" only in the sense that all will show promise of becoming successful Experimenters. And that is how it should be, because in going abroad you will be demonstrating in a practical way the important truth that the United States is indeed "one from many."

You will first get acquainted with the members of your group at a predetermined meeting place or at the port of embarkation. From the beginning, you will have much to talk about. You may have completed a long and exciting journey already—perhaps with your parents—just in getting from your home to the point of assembly. Almost immediately, you will begin to compare

notes with other group members and to discover points in common. Before the summer is over, you and the others in your group will be friends in that rare sense of comradeship which comes only when persons have shared in common problems and challenges and met them by working together.

Before, during, and after the program abroad, your leader will bring the group together in a series of discussions on the language, culture, customs, politics, manners, and other aspects of the country being visited. You will be encouraged at all times to state your personal views and to share any specialized knowledge you may have with other members of the group. The discussions method is used regularly by The Experiment as a means of achieving common goals.

Your group will be met at its destination by a representative of The Experiment, who will in most cases take you at once to your homestay community. There you will meet your host family—selected in advance by a Local Representative of The Experiment—and you will begin your fascinating new life in a strange and unfamiliar culture. One fact about your family is worth knowing in advance and remembering always. They will offer the hospitality of their home *on a voluntary basis*. They will ordinarily receive no compensation other than the considerable satisfaction of knowing that they, too, have made a useful contribution to international friendship and understanding. They share in your program because of their belief in Experiment ideals. By virtue of this spirit and willingness they are Experimenters also, just as you are.

During the homestay period you will meet occasionally with the other members of your group, and with host family members, to discuss matters of mutual interest, to meet key persons in the community, to visit local points of interest, and to enjoy spontaneous good times. Your group may witness the deliberations of a village *panchayat* or council in India, discuss West African politics or attend a tribal dance in Nigeria, join in a spectacular fiesta of fireworks and floats in Mexico, or chat informally with the burgomaster of a Dutch town.

At first, you may wonder whether the homestay and the group program—in which you are always expected to participate fully—are going to crowd out the pursuit of your individual interests. You will rapidly discover that, far from interfering with your personal interests, the activities of the family and group will tend to sharpen and define them—and to provide valuable con-

tacts for following them up. In both your personal and group activities, you may at all times rely on the assistance of your Local Representative, a citizen of your host country who is dedicated to Experiment ideals and service and who knows his community well.

The end of the homestay marks the beginning of new adventure. Your group will now set out on its informal trip—an extended two-to-three-week journey by train, bus, bicycle, or hiking, generally within the host country. Along the way, you will stop to see sights of significance—the landmarks and ways of doing things which help to explain the spirit, heritage, and mode of life of the nation you are visiting. You may pause to explore an ancient cathedral in Spain, a “kibbutz” or communal farm in Israel, a fishing village along a majestic fjord in Norway. In less than forty-eight hours, you will probably agree that the “informal trip” is aptly named. You may end a day’s travels by sleeping in a railroad compartment speeding across India, a crowded youth hostel in Wales, a hotel room in Italy, a chalet on an Alpine slope in Switzerland. Each day will bring you face to face with the new and unanticipated. Small wonder that The Experiment cautions its members to “expect the unexpected.” . . .

Often, however, these same adventures involve work and physical discomfort; and these realities can and should be expected. In Great Britain, for example, Experimenters hike or bike across rolling hills and spend their nights in youth hostels. In Norway, they explore the mountains on foot. In France, they cycle through the countryside and camp out. Experimenters to Denmark insist that they are always cycling against the wind, no matter in which direction they may go. In those countries in which Experimenters “rough it,” they carry their own gear on bike and back. In most Experiment countries, transportation is by bus or second-class train, and overnight accommodations are found in youth hostels, pensions, dormitories, and small hotels. So “expect the unexpected”—and enjoy it!

In most Experiment programs you will have an unusual advantage far beyond reach of the ordinary tourist. Whenever possible, you will be accompanied by a member of your new family. He and his counterparts from the other host families will travel as guests of the group; and the Local Representative or a person he designates will serve as co-leader for the informal trip. The informal trip thus becomes a bi-national venture; and through the hospitality of the group you are able to repay in some measure

the generosity of your homestay family. As you travel, you will talk together in the language of the host country (if you belong to a group requiring knowledge of a foreign language); and you will learn to see the country as your "brothers" and "sisters" see it.

In some programs, your month's homestay will be terminated by the informal trip; in others, divided by it. In either case, after these two phases of your program you will proceed to one of the major cities of the world for the concluding four or five days of your visit abroad. The city may be London, Stockholm, Paris, Warsaw, or Rome; it may be Lagos, Istanbul, New Delhi, or Tokyo. The city actually chosen will lie somewhere along the route to your point of departure for the United States.

During the city stay, members of groups of college age and above (at least one year out of high school) may have the option of traveling independently for four or five days at their own expense. This option is available to those who receive advance permission from The Experiment and, if minors, from their parents. *Independent travel is never permitted for members of high school groups.* If you travel independently during this period, you will be free to range as far afield as you wish, so long as you return in time to join the group for departure. If you remain with your group, you will enjoy a full schedule of cultural, sightseeing, and shopping activities, according to group preferences; and you will benefit from your group leader's guidance and assistance on where to go and what to see. . . .

The cost of participating in an Experiment program varies considerably according to the location, since transportation makes up a major part of the expense. The cost of programs in Europe vary between \$800 and \$1,000; those in India and parts of Africa run as high as \$1,400; while in Mexico the basic expense is only \$400.

The Experiment in International Living organizes its program around the ideas of an interchange of small groups of people from two nations. The emphasis is on selection and supervision of participants, and a search for understanding through discussion and observation.

## WANTED: DEDICATED PERSONS FOR WORK CAMPS

Work camps, on the other hand, are more informal and more varied. Usually the participants are deeply dedicated to the effort to develop international good will. Indeed, they commit themselves to working long and hard for little or no pay, simply to promote socially useful projects



(like the construction of homes for refugees) and to develop understanding among people. The spirit of the work camp can be sensed in this extract from an announcement of the Overseas Work Camps of the American Friends Service Committee:

Work is universal. People of all countries and races must work, and tired muscles mean the same in any language. It is through doing constructive work, rather than merely reading or talking about human problems, that people come to understand the tensions and prejudices that separate individuals and nations.

The work camp movement began in 1920 after World War I, when there was dramatic need for reconstruction and rehabilitation in vast areas of Europe, coupled with a widespread belief that better understanding had to be developed with our former enemies if lasting peace were to be maintained. It is significant that the first camp was established near the war-shattered French city of Verdun. Germans and Frenchmen, along with volunteers from other countries, gathered in Verdun to help in the construction of housing for peasants whose homes had been destroyed in the war.

Such peace-oriented institutions as the American Friends Service Committee soon took up the work camp idea, and the movement expanded rapidly following the devastation of World War II. Nowadays, UNESCO sponsors a Coordination Committee for International Voluntary Work Camps which publishes an annual list\* of camps operating all over the globe. The 1961 edition, for example, required 26 pages of single-spaced type merely to list the various active work camps for the summer of that year, and the names and addresses of the more than 100 organizations sponsoring these camps.

It is impossible to describe a "typical" work camp because the camps vary greatly, depending upon their size, the type of work, and the country where they are established. Almost always volunteers must pay their own transportation costs and sometimes even part of the cost of their maintenance. If there is any compensation for work done, it is usually donated to the sponsoring agency.

Participants live in the simplest possible surroundings. A group in a Rhineland town near Bonn, for example, was housed in two small dormitories. The girls' building contained four rooms: a bare chamber with rows of mattresses on the floor, a recreation room containing a battered

\* Copies of this annual publication can be obtained without charge by writing to the Coordinating Committee for International Voluntary Work Camps, UNESCO, 6 rue Franklin, Paris 16, France.

ping pong table and a few chairs, a kitchen, and a sort of laundry room. The boys' quarters were no more elaborate. Other camps may be still more simple. Participants often live in tents.

Work in these camps is generally unskilled and often strenuous. It may involve road repairing or ditch digging, the harvesting of crops or the scrubbing of floors in a hospital. On the other hand, it may consist of caring for poor children in a home, or helping organize recreational activities in an urban slum. But always it means a full and active day. Here is the daily schedule of a camp that operated not long ago in Algeria:

5:30	Rise. Prepare breakfast, chop firewood, tidy living quarters
6:45	Breakfast (including quinine tablet)
7:10	Leave for work
8:30-12	Work
12-1:30	Lunch
1:30-4:30	Work
5:30	Return to billet
6:30	Supper
7:30	Group activities
9:30	Bed

Young students and teachers are willing to pay for the privilege of submitting for weeks on end to such a schedule because of their altruistic spirit. One reward they receive is an unaparalleled opportunity to meet interesting young people from all over the world. And it is this merging of private self-interest and public spirit in the broadest sense that gives such impact to the Peace Corps idea.

## THE NUMBER OF JOBS EXCEED THE SUPPLY

While the Peace Corps requires of its participants a higher level of skill and a much more extended period of service (two years or longer as compared to a few weeks at a work camp or, at most, a summer) its spirit is the same: Americans going to foreign countries to work at such tasks as teaching, rural development programs, and public health projects.

The Peace Corps and the work camp programs demand considerable sacrifice on the part of participants. (Although Peace Corpsmen are paid at a rate of \$75 a month, this is far below what they could earn for comparable work at home.) For students who wish to work abroad without making so great a financial sacrifice, there is the possibility of obtaining more remunerative employment. But it is not easy for an Amer-

ican to get a job in a foreign country. The Institute of International Education, in its pamphlet *Job Opportunities Abroad*, puts it this way:

Generally speaking, it is extremely difficult for American citizens to find jobs abroad, due to stringent regulations governing the employment of foreigners. Jobs available for Americans in foreign countries would most likely be found in the foreign branches of United States government agencies or business concerns, or in international organizations.

Actually, IIE overstates the difficulties. Students with the right connections and some knowledge of a foreign language can get jobs working for private families as tutors, baby sitters, and so on. Through a number of exchange arrangements, they can be placed in a variety of interesting summer jobs. And in some countries, most notably in West Germany, the number of jobs available far exceeds the supply of American students seeking them.

## INTERNATIONAL ASSOCIATION OF STUDENTS IN ECONOMICS AND COMMERCE

The best positions are those arranged through various university programs. Antioch College, which requires all its students to combine work with their studies, places many students in jobs abroad. Princeton University, during the summer of 1960, placed 32 undergraduates in France, Germany, and Brazil in positions with banks, hotels, and a number of other business concerns. The International Association of Students in Economics and Commerce (AIESEC), helps thousands of students obtain jobs abroad each year. Founded in 1948, it has nearly 200 active university branches in 24 countries. In 1960, nearly 2,700 students, including some 360 Americans, worked in foreign jobs arranged by this organization. This is how the AIESEC operates:

Local student committees at each member university, assisted by faculty advisors, solicit traineeship offers from business firms in their areas. Ideally, these traineeships are in administrative or managerial positions, and vary in tenure from a period of two to six months, most of them during the summer holidays. At the International Congress, held annually in March, traineeship offers are matched with application forms of foreign students. After the Congress, each participating firm receives applications for approval. When a firm accepts an applicant, it commits itself to paying the trainee an adequate living allowance, generally from \$60 to \$80 per week. Each Local Committee has the responsibility of arranging for the

reception and care of the foreign trainees in its own area—a task including travel arrangements, introductions to employer and landlord, arranging for receptions, lodging, meals, sightseeing, study tours, and providing social and cultural activities. Only upper classmen or graduate students who intend to pursue a career in business or economics, and who have had some practical business experience, are eligible to participate in the program. All applicants are carefully screened at member schools by joint student-faculty committees, these committees considering the candidate's academic and extracurricular records, his references, and his past business experience.

### AMERICAN STUDENT INFORMATION SERVICE

Still another organization that finds summer jobs in Europe for American students is the American Student Information Service (ASIS), with headquarters at Jahnstrasse 56a, Frankfurt-am-Main, Germany. Organized in 1958, ASIS has grown rapidly. During its first year it placed only twenty-eight students; in 1961, it found jobs for a thousand. And according to one of its officers, it could have placed three times that number had there been enough applicants.

The ASIS system requires that the student fly to Europe on a special ASIS-chartered plane and take part in one of several tours before assuming his duties. The prices for this part of the program are modest indeed. Less than \$400, for example, buys a round-trip ticket from New York to Frankfurt and a three-day tour of the Rhine Valley, and the money they earn by working further reduces the net cost for participating students. The jobs arranged through ASIS are primarily menial and low-salaried. Farm labor, hotel, resort and camp posts, hospital work, and jobs on construction projects make up the bulk of them. No one (as the organization itself takes pains to point out) can earn enough to pay for his whole summer. The chief purpose is to share in life and work abroad, not to make money; students are employed for from four to eight weeks, and seldom earn more than \$50 a month plus room and board—or perhaps \$100 a month when these are not provided. But even those sums help make it possible for many students and young teachers who would not otherwise be able to do so to spend the summer abroad.

The ASIS files in Frankfurt bulge with letters from students expressing great satisfaction with jobs obtained through the organization. Here are a few typical quotations:

*A student from the University of California who worked on a farm:* "I was placed with the Bürgermeister of a large village. He was also the owner of a vineyard, on which I worked. After a few weeks, I felt like



part of his family. Through this homelike living I was able to discover the nature of the German people, which was my main purpose for taking this trip."

*A girl from the University of Pennsylvania who worked in a hospital:* "The working program was excellent; it gave us all an opportunity to meet and live with people from another country. No tour or brief visit could ever do for a person what a month or two of working in close contact with these people can do."

*A young man from Swarthmore who worked at a resort hotel:* "I was made to feel at home. Through my summer job . . . I have learned much about the people of Southern Hesse—their customs and tastes. I have come to share the great pride they take in the beauty that surrounds them."

ASIS jobs, it must be emphasized, are real jobs, not "made-work" developed simply to foster international good will. The satisfaction and excitement that comes from taking on such a task and completing it well has been repeatedly attested to by students. But there is a serious drawback involved in blithely signing up for such a position, for sometimes the jobs turn out to be far different from what the average American student, accustomed to working part-time during the summer to earn pocket money, expects. It is not merely that the hours are long and the work hard, although ASIS warns applicants of this by telling them: "The European working day is probably longer and harder than you are accustomed to. You will have to adapt yourself to an entirely new environment. If you do not think you will be able to adapt, or if you are unprepared to work hard, you should not apply for a job."

The problem is that American students may not appreciate exactly just how menial a job as an unskilled laborer in Europe can be. And still more important, some of the jobs provide little or no chance for the student to practice the language or get to know local people. Some European employers hire students merely because they represent the cheapest possible labor, and exploit them callously and cynically. One young man from Tennessee reports being hired as a restaurant helper. The boss put him to work peeling potatoes and washing endless stacks of dishes from dawn to late evening. He was entirely alone in a windowless room while working, and after hours so tired that all he could do was fall into bed. A girl from Denison University in Ohio accepted a post as an assistant in a German *Kinderheim* because she wanted to work with foreign children. She found that she was busy from 7 A.M. to 10 P.M. doing housework. "I've washed floors before, but not the way the Germans wash floors," she reported ruefully after completing her contract. "I didn't mind that it was hard," she quickly added. "But some of the people were un-

*pleasant*. They didn't even consider the fact that I wanted to learn German and see a little of the country."

Such cases are not typical, for most people in any country will take an interest in a willing and curious visitor, and will not exploit him simply to save a few marks or francs or shillings. But an American student who signs up to work abroad ought to be sure that he understands exactly what is expected of him; that his own objectives will be achieved within the framework established by the position; and that, once a contract is signed, his employer will carry out his part of the bargain in full.

## CHAPTER 8: *Before You Leave*

*Your preparation should start, if possible, while you are in high school . . . early college years in the United States; later ones abroad . . . cosmopolitan centers vs. provincial towns . . . arranging for a place to live . . . you need to be an expert on two countries—the one in which you'll study and your own.*

"A SPELL of study abroad can be a decisive and unforgettable experience in a student's career," Sir Eric Ashby, Master of Clare College, Cambridge, and Vice-Chairman of the Association of Universities of the British Commonwealth, has written. "But," Sir Eric adds at once, "if it is to be profitable it calls for careful planning: a deliberate and hard-headed choice of the scholar under whom to work or the course of study to follow." Everyone with any experience in international education will agree with this advice.

It is never too early to begin making plans for study abroad. Ideally, parents who value the breadth and understanding that come from being educated in a foreign country should start their children in the right direction by seeing to it that they begin language training early—in grade school, if possible. It does not matter too much *which* language, for tests have shown that children who have been exposed to *any* language learn other languages more easily than those who have not. Parents can also encourage their children by showing interest themselves in foreign lands and foreign peoples.

## EVEN HIGH SCHOOL WOULDN'T BE TOO SOON FOR PLANNING

The prospective student himself should begin thinking about where to go—and under what auspices—no later than the junior year of high school. The best way to begin is by collecting catalogs and brochures of programs that interest him. He should also write to some of the many organizations that provide guidance for students interested in study abroad.

Once the high school student has decided upon the country in which to study, he should plan a school program that will allow an abundance of training in the appropriate language, and courses that will add to his knowledge of the history and culture of that land. And he should read as widely as he can about the country, its people, their literature, their arts.

His plans for study abroad may even influence his choice of an American college. Some colleges operate overseas programs exclusively for their own students, and anyone interested in such a program had better make sure that he has the grades and other requirements demanded for admission to that college. (It is true, by the way, that the student who can show in his application that he has planned for some time to enter the college because of its overseas offering will probably improve his chances of being accepted.) Needless to say, students who first begin to think of studying abroad after they have entered college are under greater pressure to acquire the necessary fundamentals of language and knowledge of the country.

## MUCH DEPENDS ON YOUR MAJOR FIELD OF INTEREST

At the college stage, the next item for the student to consider is the particular subject or subjects in which he wants to specialize while overseas. As we have said, most special overseas programs tend to concentrate on the language, literature, art, history, politics, or economic development of the locality. If this coincides with the student's interests, well and good—his choice will be relatively free. But if his heart is set on anthropology, say, or music, he will find fewer opportunities. He ought, therefore, to discover as early as possible where he can find special programs devoted to such subjects. Since most special courses in anthropology, for instance, are to be found in Latin America, a future candidate would naturally be wise were he to make Spanish his foreign language in high school. Oberlin, to confine ourselves again to our first example, has a large program for music majors in Austria; and it should be obvious



that a young student with ambitions in this direction ought to study as much German and European history in high school as possible.

If, from a perusal of the descriptive literature of a particular program, the student cannot tell whether he will be allowed to pursue the subjects of his special interest, he ought to consult his adviser. If the answer is "no," and he wants to study abroad anyway, he may have to arrange his whole college program with special care so that he can fulfil the requirements for his major on the home campus. However, there *are* programs that offer courses in the sciences and social sciences and the student capable of handling work in a foreign university on his own can study any subject he chooses—in dozens of excellent institutions.

## SOURCES OF INFORMATION

Information about studying in almost any country in the world can be obtained by writing to the embassy or nearest consulate of that country in the United States. In most cases, however, it is better to write to the more specialized agencies, public and private that have been established to aid foreign students. In the United States, the Institute of International Education is the best single source of information about studying abroad, but there are many others, such as the National Education Association, particularly important for teachers who are interested in foreign programs.

In France the National Office of French Universities can be most helpful; in Germany, the Academic Exchange Service (*Akademischer Austauschdienst*) is important. Probably the most complete listing of organizations of this type can be found in *Study Abroad*, published annually by UNESCO, but this volume is so comprehensive that it is difficult for inexperienced persons to decide exactly which organization in a given country is most likely to provide the information desired. In Chapter 11 we have listed the names and addresses and chief functions of the most important organizations in all the nations to which any considerable number of Americans are likely to want to go to study.

## METROPOLIS OR PROVINCE?

Another question any student should ask himself in an early stage of planning is whether it is better to study in a great metropolitan center or in a provincial town. Is the University of London to be preferred to the University of Nottingham? Is Graz superior to Vienna? The advantages and disadvantages of city and town are fairly obvious. The big cities are centers of culture. They have the best museums, libraries, and theatres; generally their universities are larger and have more varied offerings. Big cities give students the freedom that comes with anonymity.

There is less prejudice and more tolerance as a rule than in a small community, and a wider choice of people and ideas to interest the visitor.

But the city is also more impersonal. Its citizens are busier and less friendly toward strangers. Life is more expensive and more complicated. Housing is hard to find, and when available is often located far from the universities. There are vulgar distractions in the great cities, and more immorality and cynicism, too. In short, the cities offer more cultural advantages, but the smaller centers provide a friendlier, more intimate way of life.\*

Ideally, the visiting student will want to live in an environment where he can sample many different aspects of the foreign culture and society, and at the same time develop reasonably close personal ties with local people. In this connection, let us consider Paris, one of the world's most popular centers for foreign students. Paris provides every imaginable facility for intellectual and social stimulation. But it is actually a poor choice for the student who hopes to get to know France or her people. In the first place, the institutions of higher education in Paris are, as the official French agency in charge of student housing reports, "*surpeuplée*" (overcrowded). This applies to both classrooms and housing. "In spite of the continuing effort in the field of student center and dormitory construction," the *Service Parisien d'Accueil des Etudiants Etrangers* goes on to say, "each new academic year sees a multiplication of the applications of students for housing." Paris is also expensive and impersonal; Parisians, though charming, sophisticated, interesting, and gay, do not generally discommoded themselves to entertain uninvited visitors. Blasé and intensely occupied with their own affairs, they allow foreigners the freedom of their city but do not offer to assist in their enjoyment of it. Maurice Bayen, Director of the *Office National des Universités et Ecoles Françaises*, feels that foreign students in France who study for only a year should try to go to the provinces.

This is true especially for younger students and those who do not know the language well. In Paris, the students come in contact with many Frenchmen who know English; this discourages the beginning student from struggling to express himself in French. In Paris the hordes of American tourists, businessmen, and other students make it doubly difficult for the shy beginner to stick to the foreign tongue. When he tries in his stumbling way to order a meal in French, the Parisian waiter may tell him, in flawless English, what he ought to order and why. In the

\* As with most generalizations, there are exceptions. For example, a Dutch official remarked, "In Holland, small-town people tend to reject foreigners. We have our best results in getting students into homes in large cities like Amsterdam."

provinces, on the other hand, English is not so widely spoken, and there are fewer American and British visitors to tempt the student into doing what comes naturally (what comes naturally in this case being wrong). "It's definitely an advantage, there not being many English-speaking people here," a student in one provincial city explains. "There are thirty-four nationalities here—we simply *have* to talk French."

## ENGLISH SHOULD NOT BE SPOKEN HERE!

Paris is an especially poor choice during the summer, for then hundreds of thousands of Parisians depart from the city *en vacance*. Visitors have the place to themselves, and while it is still beautiful it is scarcely typical of France. During this season it is almost impossible to walk along any major street for five minutes without hearing English spoken. Yet a careful study of the problems faced by foreign students in Paris leads to the conclusion that it is more the concentration of Americans than the size and character of the city that makes it desirable for students from the United States to go elsewhere.

Small university towns like Heidelberg, with dense concentrations of foreign students, are also better avoided. When foreigners make up from fifteen to twenty percent of the student population (as they do in these places), they cannot expect much attention to be paid them as individuals. The stranger finds himself, too often, lost in the crowd; local people quickly find their curiosity sated and their hospitable instincts smothered by the hordes of potential guests. Commercialism invades the student housing market and the danger of gravitating toward the nationals of one's own country increases. A German at the University of Heidelberg advised: "Having twenty percent foreign students here is good for *us* but not for *you*. You will fall in with your own group. Go to Tübingen, for instance, where you will have to speak German." An American at Munich, another university with a large foreign enrollment that includes many Americans, confirms the accuracy of this statement. "I try to talk German but it's hard not to follow the path of least resistance."

But, one will argue, the reason students flock to such places as Paris, Munich, and Mexico City is that these are the interesting places to know and see, the centers of both art and culture, fun and frolic. True enough; but that does not mean that they are the best places for students. There is only one Louvre and one Notre Dame, but all France is filled with art treasures and Gothic churches. Munich's beer is justly famous, but the local brew in Marburg, Tübingen, and Göttingen is also excellent. Paris restaurants are the best in the world, but there are magnificent ones in every French university town, and the food is cheaper too. Especially in

Europe, one is never more than a few hours' journey from some great metropolis where students can go on weekends and during vacations.

The best advice for the student is that he should try to avoid being influenced by fads and fashions in his choice of a place to study abroad. Keep away from the crowds, especially the crowds of Americans. If you must live in a big city, choose one like Hamburg (population 1,722,800) which has a bustling, growing university with few American students, or even better—if you do not mind living on a powder keg—like Berlin, which has magnificent cultural opportunities and a gay social life, but where there are only about five hundred non-Germans in a university student body of over 10,000.

### DORMITORY, PENSION, HOTEL OR HOSTEL?

Having decided upon the location, the student must determine what sort of quarters to seek out. Some will live in dormitories, others in private families; many more will rent furnished rooms or find a place in a *pension*. There are even students who live in hotels. Almost everywhere abroad student housing is tight, and foreign visitors often have little choice of accommodation. Nevertheless, the advantages and disadvantages of various types of housing should be carefully investigated.

Living in a hotel is obviously the poorest choice, unless one is thinking only of personal comfort and the avoidance of every possible inconvenience. Hotels are expensive, impersonal, lacking in much of the spirit of the local community; in short, they are not designed to house long-term residents. A *pension* provides something more closely approaching an authentic slice of the local life at reasonable cost, although superficially *pensions* seem much like hotels. They offer the student independence but also membership in a group; possibly he will make friends among the boarders over meals, or sitting around the common room in the evening. Such places, however, vary widely in comfort and general atmosphere. Often students in *pensions* complain of being ignored by the other lodgers, or of being nagged by the landlady if they fail to extinguish a light after use, or if they inquire timidly about the possibility of a little hot water for a bath. Furnished rooms have the same good and bad aspects that *pensions* display, except that the absence of the common dinner table greatly reduces the chances of getting to know one's fellow lodgers very well.

Far more satisfactory than any of these arrangements is the university dormitory or student house, almost without exception cheap, clean, and comfortable. Certainly one can count upon a decent minimum standard not always available in rooming houses and third-rate hotels; a student



can safely sign up for a proffered room in a dormitory sight unseen, whereas to do so for a furnished room or *pension* might be risky. Dormitories have the obvious additional advantage of being full of students; thus opportunities for making friends with persons of similar age and interests are great. Unlike most American college dormitories, those abroad impose few restrictions on the comings and goings of residents—another advantage. Finally, the student in a dormitory is an integral part of the university community.

However, because of these advantages the dormitories at universities abroad are always crammed. And most have quotas for foreign students, and can perforce house only a fraction of those who apply. This is not the case during the summer, however, when regular classes are over, and so large numbers of American students attending foreign summer courses can then be accommodated. But a new difficulty then arises—there are seldom more than a few local students about during summer sessions! Do not expect to meet Frenchmen, for example, in the dormitories of the University of Caen during the summer; there'll be foreign students aplenty, but they will not "speak French like natives," and this, of course, is an important disadvantage for anyone trying to learn the language. On the other hand, a mixed group of foreign students, all eager to meet new people, to discuss world problems, to discover the attitudes and ideas of students from other lands, can provide an extremely stimulating and profoundly educational environment for any student abroad. Indeed, the student abroad who is offered a chance to live dormitory-style at *any* time of the year ought to jump at the opportunity.

## FAMILY LIVING COMPLEMENTS THE CLASSROOM

Living with a local family can be an equally valuable experience and a number of organizations like the Experiment in International Living make "family stays" the very center of their work. *Students* must look upon this type of housing from a slightly different point of view, however—except for hotels, you can choose no more expensive type of housing. Yet under the best circumstances there are unique advantages to living with a family. The guest becomes a functioning part of an authentic social organization and cannot help but learn a great deal about the culture and customs of the country. Nor can he help but improve his facility with the language, for the family situation complements the classroom situation perfectly: the stress is on natural rather than artificial communication, on everyday vocabulary and idiomatic speech. Aside from these advantages which apply directly to the education of the student, family life offers important practical and psychological rewards. The visiting student can

depend on his family when he wants to know where the post office is, what kind of store sells pocket knives or shoebrushes, or where to turn when his teeth need attention. The family also provides an entrée into a larger society, and thus offers the student a way to make new friends easily and naturally. It also gives him a sense of security quite valuable when one is thousands of miles from home. He is assured proper care when sick—moral support when troubled.

Students fortunate enough to have lived in a true family situation almost always insist that this is the best of all possible arrangements. There is room here only for one fairly extensive expression of opinion, but it could easily be replaced by a dozen others. The speaker is a young man from a Middlewestern university studying in Germany. He has experienced both family life abroad and the more independent life of a Munich rooming house. "If you want to learn about Germany you must live with a family," he says. "In my rooming house here I learn something about Italy, something about France and other countries—but the landlady is the only German around, and there's never much to be seen of her." On the subject of his stay with a family in a small German town he finds it hard to express himself. Finally, when asked simply to think about the experience and say whatever enters his mind, he says: "My German family has very little money but you should see how happy they are. When you compare their life with what we have in America it really hits you over the head. . . . When I arrived I was worried that they wouldn't like me, but you know, they were worried too—they thought I'd have a hard time getting on without modern conveniences. What dopes we all were! . . . You know what being a member of a family means? It means sitting in the same chair every meal. It means taking a walk in the evening after the dishes are done. (In America I never washed a dish in my life.) . . . I was closest to the youngest son—he's two years younger than I am. I gave him a Wagner record for his birthday."

The student paused at this point for a long moment, and then added one more comment. "Here's a good example of what it means to be in a family over here. In Germany when two people get to be really close friends, it's up to the older one to suggest that they drop the formal mode of address, *Sie*, and go on a *du* basis. I'll always remember the pride I felt when I realized that it was *my* responsibility to suggest the change to that boy."

The student offered a place in a "family," should, however, make sure that it is a real social organization and not a mere rooming house. Also, some students consider the very intimacy of family life a disadvantage, preferring to be on their own as much as possible. For many, the restrictions and the emotional involvements inherent in living in a family seem

disadvantages. And all this again points up the central fact that every individual must make those choices which best meet *his* needs, *his* wants and *his* tastes.

## FORGET ABOUT CREDITS FOR A WHILE

The student planning to study abroad must also give careful thought beforehand to the question of transferring credit. If he is matriculating at a college that runs a foreign program, this presents no problem—except, perhaps, that he is then restricted to the kind of program his college operates. In any other case, the student should clear his plans with the authorities of his own college before committing himself, since foreign universities are seldom prepared to handle the problem. “The first question Americans always seem to ask is: ‘How can we get credit?’” Ramon Bela, Executive Director of the Fulbright Commission in Madrid, reports. “Of course, this is ridiculous in the Spanish system, where the professor scarcely knows of the existence of any individual student.” Most college advisers listen sympathetically to the student who wants to earn credits in a foreign country, but all of them are becoming increasingly aware that some of the special programs for Americans have very low academic standards, and they may not approve of those which blithely announce in their catalogues that their credits are accepted at “most” American colleges. Find out before you sign up!

If the student wishes to study independently he should go to his adviser with a carefully worked-out scheme for using his time abroad. He ought to know the university at which he hopes to work, and be able to justify his choice. Foreign catalogues and bulletins are not very helpful to the person seeking a precise description of what actually will be taught at a given place and time—but that does not matter. The student *can* discover from a catalogue the professors under whom he would like to study—and he can learn when the university semesters begin and end—and probably having done that he’s done as much as he can before arriving on the scene. Next, instead of hoping to persuade some overseas university administrator to give him a special examination, or a certificate or diploma that will more often than not be meaningless, he ought to arrange with his own college for the supervision of his work. No complicated or time-consuming system of administration is required. The student can agree to take a special examination upon his return, or, perhaps, be asked to turn in an extensive paper in which he demonstrates the results of his foreign studies. In other words, through some such arrangement he conforms to American regulations and yet does not try to mold the European system in the American image. His job is to *learn* something,

not to get a grade in a particular course. If he can convince the authorities that he knows what he wants to do, that he is mature enough to get it done, and capable enough to grapple with the problems of adjusting to the foreign environment, they will probably devise a way for him to obtain "credit" for his work abroad.

But there is still another way of dealing with the credit problem. Ignore it! Consider what being educated really means. Piling up credits, fulfilling requirements, winning "A's" and "B's"—such things have little to do with real education. To spend a year—or even a shorter period—living and studying in a foreign country only to *learn* has much to recommend it. For those who can afford the time (and actually, it is the cheapest way to study abroad!) this approach comes closest to the "European system." It has great psychological advantages because it liberates the student from many worries—about his troubles during his first weeks as a student abroad, about obtaining formal recognition of his accomplishments, even about being "different." Instead he can concentrate on what he is doing without regard for the consequences.

One drawback to studying this way is the risk of failing to work hard, of falling into the comfortable error of believing that "life" abroad is itself educative without regard to how the life is spent. An afternoon passed idly in a foreign café may be pleasant enough, and even instructive; certainly there is no harm in it. But it is not getting an education in the sense we are using the word in these pages. Credit or no, the library and the lecture hall must come first whether one is studying abroad or at home.

To a college student, taking courses abroad without the hope of winning credits toward graduation may be a temptation to laziness. For the person whose formal education has been completed—most typically the teacher on summer vacation or sabbatical leave—it is far more likely to have the opposite effect.

## LEARN THE LANGUAGE

Having decided where to go and what to do there, the student should use as much as possible of the interval before departure, be it a matter of weeks or years, in readying himself for what lies ahead. Language training is probably of first importance. "Learn the language of the country where you are staying," writes one student who participated in the Stanford University program in France, where the courses are taught in English. "Chances are you'll regret it for the rest of your life if you don't, just as so many of us regret having given up those piano lessons which once seemed such a bore."



If you are a freshman with two years, say, of high-school German, press forward with the language as intensively as the Department will permit. Certainly take advantage of the new language laboratories which many colleges are establishing, for this is perhaps the best way to train the ear and tongue for conversation. But it is by no means clear that exclusive dependence upon this kind of preparation is best when there is sufficient time. Thorough mastery of grammar, and practice in writing and reading are sure to pay large dividends in the long run, especially for a prospective university student. It is one thing to be able to say "good morning" in the native tongue, to order a meal with a good accent, and to understand the dialogue in a foreign movie without looking at the sub-titles. It is another to be able to follow a complicated lecture and to read scholarly books. The latter call for deep intellectual understanding of the language and a wide vocabulary, not merely an ear for sounds and a feeling for idioms.

But if time is short—a few months or less—stress should be placed on conversation. A quick course at a special language school and practice with language records are bound to be useful. No one should expect to master a language in this manner, or to achieve even moderate proficiency by any method in a matter of weeks. That is why it would be unwise for anyone lacking a solid background to try to study in regular university classes abroad. But even if one knows nothing and is planning to take courses only in English, a little grammar, a small treasury of words, a glimmering of understanding of the structure and cadences of the foreign tongue will be of immense helpfulness abroad. A junior from Kalamazoo College studying at the University of Bonn made an interesting point in this connection: "It is wrong to count on learning German after you get here. If you don't feel at least a little at home in the language at the start, when everything is strange, you'll tend to get discouraged and to escape into the company of Americans. Before you know it you won't have any contacts at all with the local people. Then you'll just throw in the sponge—give up."

This warning is well taken, but at least for the student who is planning to spend considerable time abroad, the *best* language training can be had on the scene itself. A couple of months of practice and study in the country before trying to follow a university lecture there is bound to pay off handsomely. The better junior years groups spend their first weeks abroad in intensive language study. Leaders consider it vital to "force" the students' training in the crucial period between arrival and the beginning of the academic year, and students who have been through the experience are almost unanimous in stressing its importance. "I never worked so hard in my life, but that's where I learned French," says

one. "You know you will have to speak," says another, "and therefore you plunge." Programs that do not provide at least six weeks of this "orientation" are generally weak academically.

The junior year groups run their own preliminary language training programs abroad, but there are inexpensive language classes open to all in every country where large numbers of foreign students congregate. The American should try, at least in this period, to live with a family where no English is spoken. And he should keep away from friends! It is reassuring to be near someone from home when first facing the challenges of life in a foreign country, but it interferes with the learning of the language. By temporarily forsaking old friends, one forges the tools for making new ones.

### WHO WAS CORTEZ? WHERE IS MEDINA?

Beyond acquiring language competence, a student ought to ready himself by learning everything he can about the country he is going to visit. It is amazing how few American students make any real effort in this direction. Many depart for their destination with almost no knowledge of the history of the region, with only the sketchiest understanding of its geography, and in utter ignorance of its educational system. There are American students who arrive in Spain without knowing the location of Seville or Barcelona. Others in France cannot estimate that country's population accurately within ten million. Many in Mexico are unable to identify names like Juarez, Huerta, Cárdenas, or even Cortez and Montezuma. Naturally students like these have little understanding at all of the subtle shades of feeling and temperament that make up the national character of their hosts. While abroad they know neither what to look for nor what to make of what they see.

Many Americans are well prepared, of course, but too many are not, and these are the people who give foreigners a poor impression not only of American students but of the educational system that permits such ignorance to flourish. The problem is the more noticeable because students from other countries generally make much of readying themselves for the experience of studying abroad. A Dutch law student decides to go to Greece, not for formal course work, but merely as a casual tourist. For six months before leaving, he devotes all his spare time to reading about the places he intends to visit. A German lad wins a scholarship to study in the United States. "When I went to Stanford," he says with just pride after returning to his native Berlin, "I knew Stanford like the inside of my pocket. When I reached the campus for the first time I knew exactly where the administrative offices were. When I entered the building

I knew which way to turn to reach the office of the adviser of foreign students."

Perhaps such meticulous preparation destroys a little of the romance and adventure of visiting new places, but it is certainly to be preferred to the cavalier approach of some American students abroad.

Most organized foreign study plans include what is usually called an orientation program in their schedules, but no single course can do the job adequately. Ideally, the student should be learning about the country he is going to visit while he is learning the language. Thus he might read, for example, the history of Mexico in Spanish, accomplishing two tasks at the same time. A long period of gradual absorption of information gives the only true basis for knowing a country well.

The student does not have to be an expert. His head need not be stuffed with facts. He need not be familiar, to refer to examples just mentioned, with the latitude of Seville or the date of birth of General Cárdenas. But if he is going to study in Spain, he ought to know that Seville is in Andalusia, and he should find out a little about its rich and colorful history. Or if he is to live in Mexico, he should know the name of the current president, and something of his program. In any country the student ought to know how the people earn their living; what their political parties stand for; their religious traditions; their national heroes. This is a large order but it is important. The informed student profits far more fully from his time abroad, and makes a far better impression on his hosts than the brightest and best-intentioned student who is uninformed.

But suppose it is too late? Suppose you have *not* devoted long hours over a period of years to reading about Japan, or England, or Italy. You are leaving in three weeks. What can you do? First of all, get a detailed map of the country and study it until you can draw it from memory, marking down accurately all the chief geographical features—rivers, mountain ranges, the principal cities. Second, begin to follow events in that country carefully in a newspaper that deals at length with foreign news—*The New York Times*, for example. Third, spend an afternoon with a good encyclopedia, noting down whatever seems important in the articles dealing with the country and its history. Then study these notes as if you were preparing for a stiff examination. If you can accomplish these three things, you won't yet be well-informed, but at least you won't be totally ignorant.

Let us imagine how a little rudimentary but thoroughly-mastered information can save a student from embarrassment and do its bit toward restoring lustre to the tarnished reputation of American education overseas. An American is spending the summer studying in Madrid. He meets

a Spanish student. They chat. The Spaniard asks the American where he comes from. "New York," the American replies, "where do *you* come from?" "Oh, you never heard of it," the Spaniard answers. "A town called Medina. It's in Andalucia."

Of course he is correct. Our American cannot be expected to have heard of Medina, a town of around 15,000 souls. But he *has* studied his map of Spain. "In Andalucia," he muses. "Is it near Sevilla?"

"No, much further south."

"Then it must be in the neighborhood of Cadiz."

"That's right! It's about forty kilometers to the southwest."

Now if the American knows *a little* more he may be able to ask an intelligent question about the Duke of Medina Sidonia, who commanded the Spanish Armada, or at least be able to turn the conversation to another nearby town, Jerez de la Frontera, where sherry is made, or to the Straits of Gibralter, or to cattle raising, or to something else related to the area. In any case he has shown that he is not an ignoramus. And probably he has also made a friend.

## AND WHO'S OUR SECRETARY OF AGRICULTURE?

The American who knows nothing of the land he is visiting is not, however, as much to be deplored as the one who goes abroad ignorant of the United States. If he is uninformed about Spain, for instance, the Spaniards will think he has been poorly educated. But if he cannot answer questions about his own country, they will write him off as a complete idiot. And surely he will be put to the test. Almost all foreigners are interested in the United States and eager to increase their knowledge of the country. Educated people in other lands know a great deal about America, although they do not always understand the significance of the facts they have collected. Naturally, every American they meet is looked upon as an authority or at least as a source of knowledge. When the authority makes obvious mistakes, a bad impression always results. "Learn about social conditions in the U.S. because you will be questioned about them—about little things, like what people do on Sundays, and big things—what you think about integration." This is the warning of a bright girl from California after some months of study in France.

Many of our students cannot clearly explain the difference between the Senate and the House of Representatives, and even more are baffled when asked to explain how a state legislature differs from Congress. They do not know how to describe the role of the Supreme Court in the federal system, or the names of prominent public officials. "The other day," a student in Germany told us sadly, "the father of the family I am staying



with asked me who the Secretary of Agriculture was, and I couldn't remember. He was polite enough about it, but I sure felt like a fool."

Current affairs are equally important, and here also some of our students too often fail the test. It is bad enough to be unclear about French politics when living in France, but not to know about what is going on at home is much worse. The Communists are bombarding people all over the world with criticisms of American policies. Americans abroad are expected to be able to answer these charges. If they are unable to do so, how can we expect the local people to believe that the charges are false?

Everywhere abroad, American students report that they are called upon to explain and defend American foreign policy and American institutions. Alas, far too often they are unable to do so. Here are some random examples of their reactions when asked about this:

"The trouble is that Americans come over here with strong impressions, strong feelings, but without the facts to back them up."

"Know your own country! Know the facts! Otherwise you'll be nailed to the wall in discussions with Europeans."

"Evening discussions tend to turn to political questions. You've got to be on your toes."

"Of course students here like to talk about clothes, movies, sex, and all the other subjects we gossip about back home on campus in Ohio. But honestly, world problems are the main topic of conversation. I wish I knew more than I do about where we stand."

"People over here know about what's going on in the world. They don't sit in front of TV as much as we do, and when they do, they don't just look at cowboy and Indian shows."

The American who is planning to study abroad must realize that he is—as the State Department tells him when he applies for a passport—an ambassador of his country. He has plenty of "home work" to attend to before departure if he is going to be a good emissary. The propaganda-conscious nations behind the Iron Curtain make much of this ambassadorial function of students. When asked about it an official at the Czech Ministry of Education and Culture seemed taken aback that the question was even raised. "They are citizens of Czechoslovakia," he said. "Their country is going to be judged abroad by their actions." All Czech students heading for foreign countries, according to the Ministry, are given orientation courses lasting from one to three months to prepare them for the experience.

Even three months of intensive study, however, is pitifully inadequate if one does not begin with a solid understanding of America. Not much can be done about the student who is unfamiliar with his own country and its role in the world (short of tightening up our whole educational

system, a long-term proposition)—but at least a student headed abroad can be prepared to answer some of the more obvious questions.

Since he is bound to be asked about whatever is in the news from America, the student ought to keep up as best he can with the American point of view. The special editions of *The New York Times* and the *Herald-Tribune* are available all over Europe, and the weekly American news magazines can be found in every corner of the globe. The better European papers, like *Le Monde* in France and the *Frankfurter Allgemeine* in Germany, quote American editorial opinion profusely in their pages.

Furthermore, it does not take too much effort to anticipate the questions that are likely to be on everyone's mind abroad. What is meant by the term, "The American Way of Life"? Are Americans isolationists? Why are Americans against increased immigration? The Negro question is one of the most obvious; think before you leave America how best to reply to queries about it. What would you have said if you were the American girl we met abroad who showed an airmail stamp bearing a picture of the Statue of Liberty and the slogan "Liberty For All" to a Moroccan student of her acquaintance. He looked at it, sneered, and said in French: "It's not true, is it?" This particular Moroccan was deliberately hostile, but even friendly foreigners—the vast majority—will want to know why prejudice against Negroes exists in the United States (and it is no answer to point angrily to prejudices of their own). Other perennial questions range from the structure of the government to the influence of Hollywood and TV on everyday life, from our thermonuclear policy to the difference between football and soccer. What counts are not pat answers that will magically bring agreement—but the ability to explain and back up your viewpoint clearly and sensibly. And to do this you must know what you are talking about.

Planning, then, consists of deciding beforehand where to go and what to do, and then preparing for the task ahead. Each student's program should be realistically attuned to his capabilities, but it should also be a challenge. Those who wish to go abroad primarily for enjoyment should join the tourist hordes and not trouble themselves with academic activities. To achieve maximum profit from study abroad, understanding the foreign language is vital; even a little knowledge is a tremendous asset. Some familiarity with the foreign country and the culture and character of its people is equally important. So, finally, is knowledge of the United States. The sooner plans are made and proper preparations undertaken, the better the results will be. But even a few weeks of preliminary effort, if well conceived and conscientiously executed, will set the student in the right direction as he embarks on his voyage of intellectual exploration.

## CHAPTER 9: *Holding Down the Cost*

*High-level education at low cost—or no tuition cost at all . . . relative costs of various living facilities . . . getting there at least expense . . . agencies helping the traveling, student . . . incidental expenses: some high, some low . . . scholarships and grants . . . student subsidies in foreign countries.*

WHILE THE PRICE of a college education in America continues to skyrocket, the relatively low expense of study abroad becomes increasingly attractive. Even with overseas transportation included, American colleges operating overseas programs do not charge their students appreciably more than for comparable time on the home campus; and students able to go abroad on their own can manage even more reasonably, studying in Europe for a full year without spending as much as they would at Vassar, Yale, Oberlin, or any similar American college.

College costs abroad, like college costs in the United States, consist of four main items: tuition, living expenses (room and board), transportation, and incidentals. We will discuss each of these items in detail, but in general:

- 1) Tuition charges are much lower abroad.
- 2) Living costs are also lower in most parts of Europe (especially for students), unless one insists on duplicating every American luxury and convenience.
- 3) Transportation charges are naturally higher when one studies abroad.
- 4) Incidental expenses are attributable to many different factors, some

of which are cheaper in Europe, some in America—but for most people they seem to average out to just about the same amount abroad as at home.

## THE BIGGEST BARGAIN IS TUITION

Many European universities charge no tuition at all. In France, for example, a regularly enrolled student pays a registration fee of about ten dollars for the privilege of attending all the classes he wishes at any French university for an entire year. Special classes for foreigners at the European universities are not free, but everywhere the cost is exceedingly low when compared even to state and municipal universities.

At the University of Caen, for example, a full academic year course for foreigners in the language, civilization, and literature of France costs only \$25, including registration, library fees, and all other academic charges. Special classes can be organized for junior-year groups for relatively little. One can hire a well-qualified instructor to give a special three-credit course in French literature, for example, for about \$300 a semester. This works out to \$10 a credit if no more than ten students are enrolled; and with larger groups, the cost per point is lower still. At home colleges in the United States, similar courses would cost about \$40 per credit. Thus the Sweet Briar program, which we described previously and which is typical of the better junior-year programs, manages to cover all its overhead and still charge its students only \$850 tuition for a full academic year's work of thirty credits: \$28.33 per credit.\*

## LIVING EXPENSES

The costs of room and board for students in Europe naturally vary with individual requirements, the country and the district. The cheapest housing can be found in university dormitories, these being subsidized, but such quarters are in short supply except during the summer. A single room with toilet in a dormitory at Aix-en-Provence rents for about \$11 a month. It costs more to live in a rooming house, even though the quarters are sometimes austere. And it is still more expensive to live with a private family, although many experts believe that the care, attention, and language practice gained in the family situation make the cost well worth while, especially for younger students. However, unless one insists on

\* Branch programs are able to pass on similar savings on their language courses, which are taught by foreigners. The American professors who teach abroad are naturally paid more than they would receive at the home college, but this budgetary problem is handled by requiring all students to take the same courses, thus keeping the required number of American professors to a minimum.



staying at a de luxe hotel, housing costs will be no greater than in American college towns.

It is also difficult to speak with authority about food costs. A student with permission to use a hot plate in his furnished room (such permission is *not* easily obtainable) might conceivably eat very cheaply, but very few attempt this. The cheapest meals are those available in student restaurants, which also are everywhere subsidized. Prices vary from country to country, but a full meal usually costs no more than 50 cents. Bona fide American students can obtain admittance to these restaurants and there is seldom cause for complaint about the food.

The cost of meals for students living *en pension* or with families\* cannot always be separated from the room rent. But board is somewhat higher than at student restaurants, and a good deal lower than at ordinary public restaurants. For students in organized programs, room and board are usually arranged for in advance by program officials. In Paris, a high-cost area, Sweet Briar is still able to provide decent accommodations *and* meals with private families for its students for about four dollars a day.

## GETTING THERE IS HALF THE FUN—AND COST

Transportation looms as a very large item in the budget of every student going abroad, despite the fact that the expense varies with the nature of the accommodations and the type of carrier. Round-trip tourist-class travel on an ocean liner between New York and the Channel ports is about \$400. Economy jet airplane fare to Europe and back is a little over \$500; charges on the "old-fashioned" piston-type airplanes are somewhat less. Icelandic Airlines, which does not belong to IATA, the airlines' trade association, flies piston-type equipment to various European cities still more cheaply, and lower fares can be had in the off season. However, most students must make the journey during the summer, when maximum rates are in force.

The Council on Student Travel charts ships and planes for groups at rates somewhat below those just quoted. There is usually room on Council ships for individual students, the fare running about \$375 to France and back. The Netherlands Office for Foreign Student Relations also operates "student ships" in the summertime, with round-trip fares of about \$340 to \$360. This is a considerable saving over regular tourist-class charges, but there is some minor sacrifice of time and comfort.

\* In the language of overseas education a *pension* is simply a rooming house that serves meals. A family gives the student friendship, help with the language, and general guidance. In practice the line between the two is often blurred.

The airlines also offer special reduced "group rates" to Europe for parties of 25 or more. The round-trip fares by jet from New York for members of such groups run from about \$300 to \$350, depending upon the destination. The group must make reservations at least thirty days in advance, and during the busy summer season group rates do not apply on weekends, but these are minor disadvantages, considering the savings. Groups of students heading for European schools should surely be able to adjust their plans to conform to these schedules.

The cheapest transportation rates are those available to groups able to charter entire planes. The airlines, in order to keep their propeller-driven craft occupied in the new age of the jet, offer chartered flights that make it possible for a group of about one hundred persons to fly to London or Paris and back to New York for about \$250 each. There is much less flexibility when one travels this way (since each chartered flight must leave and return at a specified time, and members cannot switch planes or obtain refunds after reaching Europe). And there is also the danger of disappointment if a proposed flight fails to "fill." Furthermore, only bona fide members of an established organization can charter planes. Colleges and universities qualify under this rule, but students from one institution may not join a charter flight organized by those of another. Thus, only at the larger universities are there likely to be enough students who want to go abroad and who can arrange their schedules to fit a common time for departure and return. Moreover, even at such institutions it is only in the summer months that such trips prove feasible. Students interested in spending an academic year abroad will not find charters available except in very special cases. But for those who are able to take advantage of them, charter flights are a "best buy." The pilots, food, weight allowances, and service on these flights are equal to those provided on regularly scheduled flights.

Of course, the minimum cost of transportation involves considerably more than the ocean crossing itself for most students. One must get from one's home to New York, and from the place of landing to wherever one is going to study. But for these expenses and for general travel after arrival (and every student should try to see as much as he can while abroad), there are many ways of shaving the cost. Foreign governments frequently provide special rates for traveling students. In France, for example, a thirty percent discount is offered to any foreign student between the ages of sixteen and twenty-eight for a round-trip journey by railroad from point of entry to the university where he is going to study.\* The Canadian railways offer special low rates for students. There are special chartered flights to a variety of European centers available to

\* These tickets are good only for three months, and so are of use chiefly to summer school students.

students in Germany and many other countries.\* European student groups have organized an extensive network of special low-cost trips between popular points of interest. Students can fly cheaply from Basle to Athens on a plane chartered by the Swiss National Union of Students. They can also take a special train from Rotterdam to Salzburg for a little over \$12, under the auspices of the Netherlands Union, or go from Bonn to Barcelona on a bus chartered by the German Student Travel Service. A valuable booklet, *Traveling Student*—describing these many possibilities in detail, complete with prices and timetables—can be obtained from the German Student Travel Service, Kaiserstrasse 71, Bonn, Germany, or from the Council on Student Travel, 179 Broadway, New York 7, New York.

There are many other means of reducing transportation costs, including the well-known European EURAILPASS and the British Railways “thrift coupons,” available to all travelers, whether students or not.

In Europe, where one does not have to travel far to get one’s fill of interesting and varied sights, a bicycle is a most practical as well as the cheapest form of locomotion. Armed with membership in his local federation of youth hostels—and with an International Student Identity Card issued by the Co-ordinating Secretariat of the National Union of Students, plus the *Student Hostels and Restaurants List* published for that organization by its Swiss affiliate, and the *International Youth Hostel Handbook*, published by the International Youth Hostel Federation—the cycling student can travel widely and live at minimum cost. Accommodations at youth hostels are simple, but they do include washing and cooking facilities, and in some hostels meals are provided at very reasonable rates. Smoking and drinking are not permitted (except in France and Italy, where one may drink wine with one’s meals). No one may stay at any hostel more than three consecutive nights. And it is interesting to note that when facilities are crowded, priority goes not to the first arrivals but to the *youngest* travelers. In short, hostels are not very much like hotels so far as service and comfort are concerned, but they do not resemble hotels in price either—and most important of all, they provide a wonderful means for meeting other young people.

## BUDGET-CONSCIOUS VACATION TRAVEL

There are also many agencies eager to help the student abroad who wants to travel during his vacations. In France, for example, the National Union of Students operates low-cost tours to local places of interest, pro-

\* Americans should be reminded that special privileges and discounts are made available to students through subsidies provided by the host countries. These privileges should never be abused by free-loaders or tourists who are not studying abroad.

vides lists of good, moderate-priced hotels, obtains very cheap rates for group travel by rail, and runs extended tours all over Europe at very modest cost. Typical of the tours, perhaps, is a twenty-four-day trip to Greece with a mixed group of French and foreign students. Its features are a cruise in Adriatic waters and two weeks at a summer camp at Xylokastron—all for \$120. Accommodations are very simple—one sleeps on the deck while on shipboard, and in tents at the camp—but for economy and a close-up view of foreign students, such excursions are hard to beat.

If one demands speed and comfort and American-type facilities everywhere, the expense of travel while studying abroad can be much higher. Aside from lower costs, the economical type of travel is far superior from an educational point of view. To travel first-class, to live at the most expensive hotels, teaches one little that is valid about the countries and peoples one is visiting. Contact is largely with what Thomas Jefferson called the "hackneyed rascals" whose business it is to prey on tourists, and one moves in a sort of stereotyped milieu that represents everywhere the local concept of what a first-class British or American hotel should be. To see foreign peoples as they really are, to understand their way of life, and to get an opportunity to practice their language, it is necessary to travel unpretentiously.

## HOW MUCH FOR HAIRCUTS AND THEATRE TICKETS?

Certain incidentals tend to be costlier in Europe than in America—laundry and dry cleaning, for example. Clothing, particularly items made of nylon and dacron and other synthetic materials, is also cheaper in the United States. Tobacco products are more expensive in foreign countries because they are more heavily taxed than in the United States. Anything made in America that a student feels he cannot do without should be taken with him. To purchase it overseas (unless one has legitimate access to an American army post) is sure to be costly. With items like cigarettes and liquor, any considerable quantity of which may not be imported into European countries without the payment of heavy duties, the student should cultivate a taste for the local products.

Most other goods, and all personal services, are more reasonable abroad. Haircuts and theatre tickets, trolley transportation and books are all good buys. Food, except for staples, is not cheap in Europe, although restaurant meals certainly are, so the student accustomed to bedtime feasts in his room had perhaps better change his habits if his purse is thin. A good rule for economy-minded students would be to adopt as closely as possible the way of life of the local students. They are generally



careful with their funds and knowledgeable about local prices and good buys. To do so may involve giving up habits and possessions that almost seem necessities in the United States, but aside from the savings in money, this is one of the best ways to get on familiar terms with foreign students who, being human, are apt to be jealous and resentful of visitors who live a great deal better than they do.

### IT'S CHEAPER IF YOU'RE SMART

To qualified students, scholarships and fellowships are other means of reducing costs. Each year in the fat volume published by UNESCO under the title *Study Abroad*, there are descriptions of numerous grants offered by public and private institutions all over the world for international study. And each year the volume grows thicker! At present over 100,000 grants are described. These vary greatly in subject, stipend, and period of time. Some are restricted to students of a particular nationality. Some are for college professors and other specialists. Others are for grade and secondary school teachers. Nevertheless, there are a very large number of grants for which American students are eligible, beginning with the thousand-odd Fulbright and Smith-Mundt fellowships offered annually. Good grades are important if one expects to win a scholarship, but because the student abroad is something of an ambassador, linguistic ability and a pleasing personality also carry great weight. "A primary factor in selection," the Fulbright authorities state, "is the potentiality of the candidate to further understanding between the United States and the host country."

The best way to find out about these grants is to examine the latest volume of *Study Abroad* carefully.

Another source of information for scholarships and grants is the lists published annually by the Institute of International Education: *Fellowships Offered by Foreign Governments, Universities and Private Donors* and *United States Government Grants*. The student who needs financial help would be wise, when inquiring about any of the programs listed in this book, to indicate his interest in applying for a scholarship if any are available.

### JUST HOW MUCH WILL IT COST?

Exactly how much does it cost to spend a year studying abroad? The answer to this question depends, of course, on where one studies and how one lives. All of the organized programs have figured expenses carefully and the figures are dependable. But, as we have seen, participating in an organized program, whatever the advantages, is by no means the

cheapest way to study abroad. Let us, therefore, try to arrive at estimates—realizing that one must make allowance for differences in the cost of living in different parts of the Continent. We assume a stay of fourteen months of study and travel, since it is actually uneconomical to stay for a shorter period; the longer you remain abroad, provided you are using the time efficiently, the longer the period over which the high transportation costs may be pro-rated. Further, our estimate does not attempt to reduce expenses to the bare minimum. We assume that the student will want to travel, buy souvenirs, write airmail letters home to friends and relatives, spend a modest portion of both his time and money in cafés and theatres, and so on.

The first item is for transportation from the student's home to the place where he is going to study: \$550. This must naturally be an average figure; a New Yorker studying in Dublin will get by for less, while a Californian studying in Athens will find \$550 considerably below his actual needs.

The next item is tuition—ten months in residence at a university (two months while taking a language course for foreigners and eight months of the regular academic year), plus summer school tuition, regular university fees, and books. Not more than \$100.

Living in a student dormitory or a simple furnished room and eating in student restaurants, the basic room and board will run to about \$75 a month, or \$750.

One month during the second summer abroad at a student vacation center, such as that at Saint-Aygulf on the French Riviera—about \$75.

For the remaining three months, although presumably not all at one time, the student would be traveling. Assuming that he divided his time equally between bicycle, bus, and rail transportation, and that he stayed mostly at student hostels, he should be able to manage this at a cost of about \$175 a month—\$525.

If we then allow \$100 for postage, gifts, and souvenirs, the total comes to \$2,100.\* Students who must count their pennies and who are willing to tax their ingenuity can get by on much, much less.

## FOREIGN GOVERNMENT SUBSIDIES

The subject of costs must not be dropped without the inclusion of one important reminder. Nearly every special privilege and low-cost service offered to American students in foreign countries is made possible through subsidies provided by foreign taxpayers. These subsidies exist because the people and their governments value education highly and believe

\* Not yet included are the costs of laundry, toilet articles and personal expenses, nor that of theatres, dates, and other amusements.

that they and the rest of the world will somehow profit if students from different countries are encouraged to live and study together. Anyone who takes advantage of the special treatment thus provided obviously assumes a moral obligation to make the most of the experience and to devote his primary attention to serious intellectual activity. As President Thomas Mendenhall of Smith College said at a recent conference on study abroad: "We shouldn't inflict our students on crowded foreign universities unless they are prepared to do serious academic work."

Some students, unfortunately, are willing to accept special privileges without fulfilling their part of the bargain; indeed, some become "students" merely to obtain the privileges. In Paris, for example, uncounted numbers of "freeloaders" (both French and foreign) have signed up as students simply to gain access to low-cost housing and student restaurants. Three French Post Office employees were recently tracked down who had been eating lunch for years at a student restaurant near their place of work. They had enrolled at the University as "law students" but had never attended classes. Among the American cheaters, there are, according to one local report, "legendary figures who claim to have been living in Paris as students since they arrived here on the G. I. Bill at the end of World War II. They have their card to prove it, but claim they don't even know where the Sorbonne is."

As a result of such misuse of student privileges, the University of Paris has been forced to crack down, limiting the classes of persons who are entitled to student cards. But the point is that no individual ought to accept benefits intended for students if he is merely a loafer or dilettante masquerading as a student.

## CHAPTER 10: *Making the Most of It*

*All work with no play leaves you only half-educated . . . getting to know them . . . the rewards of sight-seeing . . . how Thomas Jefferson remembered what he saw . . . traveling alone vs. traveling with a group . . . Living à la mode . . . making foreign friends . . . being an ambassador of good will.*

UNLIKE THE USUAL college routine in the United States, study abroad is inevitably combined with travel, sightseeing, serving as an ambassador of good will, making friends of different nationality and race, learning a new language and “soaking” in a different culture. How to get the most out of a short year or two is a delicate balance between burying one’s nose in the books and getting to know the country and the people. The more conscientious the student, the more he is likely to feel frustrated about not being able to do both every waking moment of his time. “A year in Paris in September 1958 sounded like a long time,” one intelligent and thoughtful student observed. “But by August 1959 I was sailing home as much aware of all I had not seen and not done as all that I had.”

This feeling is a healthy one. It means that the particular student was conscious of his objectives and had undoubtedly accomplished a great deal. He should certainly not have been discouraged; and he was not. But even for the most willing and thoughtful, the excitement and upheaval, the delightful confusion and the constant stream of new impressions can sometimes make for inefficient and ineffective use of time. So



let us review our objectives to see how we can make the most of our limited time and energies.

## EVEN A BEERHALL CAN BE A CLASSROOM

The difficulties in the way of *academic* achievement have already been discussed; the question here is not how much the student learns but how hard he tries, how many of his precious hours he ought to devote to the classroom and the library. If a student is to spend every moment with his books, he might just as well remain in America. Furthermore, even the most trivial forms of amusement *while in a foreign country* often have an educational value. In the United States, a student who spent the afternoon drinking beer in a low bar and the evening watching a grade B movie could justly be accused of wasting his time. Transport him to Germany, and the same number of hours in a Munich beer hall will teach him a great deal about German society, while watching the shallowest German film in a local *Schauspielhaus* will provide him with valuable linguistic training. Nevertheless, if he goes abroad as a student, study must still be his major occupation.

Adjusting to a foreign system of education requires that the American student make a greater than normal effort simply to accomplish as much as he would if he were studying at home. After long experience supervising the excellent Smith junior year programs, Dean Helen W. Randall came to the conclusion that except in language courses, her girls do not achieve as much in a purely academic sense while abroad as they do at Northampton. This being the case, it behooves the conscientious student to make a special effort.

Second, the student in a foreign country should, as much as possible, adopt the way of life of the local students. If he considers his stay a mere lark, or a kind of sociological sightseeing expedition—if, in other words, he looks upon himself as an outsider viewing the system but not participating in it—he will not make the most of his time abroad.

How then do the local students treat their academic responsibilities? As has already been pointed out, they take them very seriously; their careers, economic well-being, and social status hang in the balance. They cannot afford to be casual about their work. If the visitor is truly to understand what it means to be a student in Spain or Sweden or Japan or anywhere else, he must try to share, at least a little, this intensity of purpose. If he succeeds he will inevitably increase his own sense of accomplishment and satisfaction, and will also profit in the direct academic sense. Moreover, he is sure to soak up intuitively the very understanding of the alien society that the lazy or unthinking student only imagines he

gets when he abandons his books in order to see "life" from the terrace of a local café.

One way to stay in touch with student life in any country is by taking advantage of the services provided by the local National Union of Students. Everywhere these organizations are powerful and active, and any student can profit from using their facilities. For example, the British group publishes and distributes a pamphlet, *Overseas Students in Britain*, a travel guide called *The Long Vacation*, and a fat, 80-page *Student Guide to London*. It also runs tours, sponsors a student drama festival, organizes conferences and debates, operates a student hostel and an extensive system of work camps, and publishes a long list of names of British firms that offer special discounts to students on items ranging from camping equipment to sewing machines, from dancing lessons to second-hand books. The French union will literally load down the inquiring visitor with mimeographed material, all designed to help him in one way or another. Many American students do not seem to know about these useful services, for student officials repeatedly told us that they seldom see Americans at their headquarters. But they insist that they are eager to make their services available to all students, and will certainly welcome Americans.

The student must be careful of the impression he is creating in the minds of foreign observers. Everyone is familiar with the stereotype of the uncouth American tourist in the garish sport shirt, insensitive to his surroundings, convinced that every foreigner he meets is trying to cheat him, and devoted to the principle that since money talks there is no need for him to learn what he calls the local lingo. Fortunately, few students have either the means or the attitude of mind to behave in this manner, but the student who wastes his time or displays an indifferent attitude toward his studies is a bad ambassador nevertheless. Such a student is not only injuring the national interest of the United States in his small way; he is also injuring himself. Busy people naturally resent idlers; dedicated people are contemptuous of those who are mere diletantes.

We have emphasized that no one should travel thousands of miles merely to bury his nose in a book; fortunately, however, the apparent conflict between the student's obligation to his books and his desire to be a part of the local community is somewhat illusory. To begin with, it is impossible for the most devoted scholar to spend all his waking hours in intensive mental activity. But in any case, the student abroad will find that he can actually study as hard or harder than he did at home and still have *more* time for other things. This is true because so many activities that occupy the time of students in American colleges will not require his attention in universities outside the United States. There are

no fraternities, no football games, no obligations to family to fulfill. No class time is given to gym, or to R.O.T.C., or to numerous "required" courses unrelated to the student's major interest. Nor, as has been said, can the average American student abroad devote his time to earning money. In short, he has shed many of the time-consuming obligations of everyday living. For the moment he can participate more directly and intensely in the world around him. This, of course, is one of the chief advantages of his situation.

## SYSTEMATIC SIGHTSEEING

Wherever the student has settled, he should make a systematic effort to know that place thoroughly. He will also want to travel widely, but part of his purpose while studying should be to develop an intimate understanding of at least one foreign community. "To pass once along a public road through a country," Thomas Jefferson wrote in a letter to the German scholar, Christoph Ebeling, "and to put up at its tavern and get into conversation with the idle, drunken individuals who pass their time lounging in these taverns, is not the way to know a country, its inhabitants or manners."

Jefferson, by the way, has left us an excellent description of how to study a new town. One should first purchase a map of the place and a guidebook describing its major "curiosities." Then it is best to go to some high place (Jefferson suggested a church steeple), from which the entire region can be seen. Having gained this *Überblick*, begin to examine the points of interest carefully. "When you are doubting whether a thing is worth the trouble of going to see," he advised, "recollect that you will never again be so near it, that you may repent the not having seen it, but can never repent having seen it."

The main point to keep in mind in this connection is to be systematic. Especially for the student in a large city this is very important advice, since it is easy to slip into a routine of living wherein only a narrow segment of the community is ever seen. In Jefferson's day there were no glass-topped buses to whisk the sight-seer all over a great city in a few concentrated hours. Had there been, he would probably have urged every traveler to make use of them. A bus tour is usually a first-rate way to orient oneself quickly and learn what must be really seen. But these tours are no substitute for careful observation and study; to take two or three four-hour tours of Paris or Rome and then think you have "seen" either of these cities is simply foolish.

The student should plan a series of expeditions, on foot, to the interesting quarters of "his" city. For all the major cities of the world there are detailed guidebooks which suggest particular routes suited for the study

of the place in this manner. The *Michelin* guide to Paris is an excellent example. Once his routine has been established and he has settled into his studies, the student should set aside one afternoon a week for exploring. Guidebook in hand—local citizens everywhere respect the visitor who cares enough about their community to study it thoroughly—follow the prescribed route for the day. Do not be afraid to stop a stranger to ask a question. Even if he cannot answer it he will be grateful to you for having asked it, and perhaps, his own curiosity aroused, he will join with you to stop other passers-by until the answer is found.

On these expeditions, the student ought to travel alone, or at most with one other person. Traveling in a group is not recommended for several reasons. The group is conspicuous, and therefore a possible source of distraction and annoyance to others; it makes for interruptions in the normal flow of traffic. It is inhibiting, for one must submit to its discipline, and cannot turn aside to look in a shop window or explore an interesting side street. Any group tends to turn in on itself instead of looking at the surroundings; merely in order to remain a group, its members have to pay attention to one another at the very time when their attention should be directed outward.

“Plan to do some traveling alone,” advises one American student (himself a member of a rather close-knit group studying in France). “One is free to observe without distraction and to fall into conversations . . . with persons . . . who might not feel any strong desire to break into conversation with a compact group.”

Looking at a community from the outside is only the beginning of getting to know a place. The student should try to experience the many facets of its life. If the town is fairly small, daily reading of the local newspaper will soon enable him to understand its politics and society, and this understanding will lead to countless insights into everyday affairs as they occur. In a big city the student should sample all the newspapers, familiarizing himself with their differing viewpoints toward the news. Then, like any citizen, he should settle down with whichever journal best suits his tastes, and read it as he would his favorite paper in America.

Whatever his resources, every student should make a fair trial at living as much like the local students as possible. A young man from the University of Pennsylvania studying in Germany provides a good example of a student who did so. Here is his account of a typical day in his life at the University of Bonn:

My roommate (a Norwegian) and I start our day at 7:45. We buy what we need for breakfast, eat, dress, and are at the University by 9. We walk the 15-minute stretch to school. At noon, I



go to eat either at the Mensa (the central student center and mess hall) or cook my midday meal at home. Afternoons are generally free. . . . I always make my own supper. Evenings I read, talk with friends, study some, perhaps go to get a snack, or write letters. . . . I've been to one movie in more than a month since I've been in Europe. We usually go to bed rather early.

"Don't be part of a little group of Americans who always stick together," he continued. "Be ready to expect anything; things are done differently in Europe."

A life like this, quite obviously, may not be one continuous round of fun and excitement. There will almost surely be moments of loneliness. "Be prepared for being away from home for a long time," this youth warns somewhat sadly.

### TRIPE FOR DINNER

To live as this young man lived will mean avoiding American products not available to persons of modest means on the local market. It may involve changing one's tastes in food, clothes, amusements, and study habits, the object here being not the slavish imitation of others or the adoption of the expatriate's contempt for everything which symbolizes his native land, but rather an attempt to experience the local life from within. An American girl at the University of Caen sits down to a meal at the student restaurant. "We are having a great treat today, tripe," a French student tells her. "What's that," she asks innocently. "Tripe?" the Frenchman replies. "Don't you know what tripe is? It's the lining of a cow's stomach. *Tripe à la mode de Caen*, a great delicacy." The girl turns pale—but when the tripe arrives she eats it. "I wouldn't have had the courage," she later recalled, "but everyone else was gulping it down and saying how good it was." She added that she was not exactly captivated by the taste of tripe, but felt that she was certainly the richer for having attempted it.

The student ought to consider such things as a kind of experiment, a search for objective understanding arrived at through the most subjective kind of submersion in the local culture. An observer—who is at the same time a participant—he will be ready to bear occasional petty inconveniences cheerfully. His position ought to be that of the anthropologist who lives within a primitive tribe, copying tribal ways in order to understand them. (The simile is unfortunate because most of the places in which American students will settle are anything but primitive; certainly nearly all represent a much higher level of culture than that prevalent in the

average college town in the United States. But the anthropological point of view is still the one for the student to adopt.) Differences, he must realize, are neither good nor bad in themselves. They *are*, however, wonderful guides toward understanding not only the local culture but one's own. The student who can learn to look at his environment this way will surely increase the rewards of his stay abroad.

## TWO FEET OR TWO WHEELS

Most students abroad for any considerable period do manage to travel fairly extensively during their stay. As has been pointed out, the cheapest way to travel is the best way. But there are two basic ways to make a tour, each with its particular advantages. One is the bicycle or walking trip; students who travel this way cannot cover great distances but they do see the regions they visit close up. For such travelers youth hostels are convenient, but it is also possible and desirable to stop at farmhouses along the route for meals and lodging, and simply to meet people and learn something of how they live. Farm families almost invariably greet the friendly traveler warmly, especially if he makes it clear that he is a student.

It is a good idea, while traveling in this manner, to keep a diary or notebook and record all the miscellaneous information and impressions that one collects. Jefferson did this religiously while exploring Europe, and his journals are models that every student should examine. Here is a sample:

March 7 & 8. From la Barque to Chagny. On the left are plains which extend to the Saône, on the right the ridge of mountains called the Côte. . . . The plains are in corn; the Côte in vines. The former have no enclosures, the latter is in small ones or dry stone wall. There is a good deal of forest. Some small herds of cattle and sheep. . . . A vigneron at Voulenay carried me into his vineyard, which was on ten arpents. . . . An arpent rents at from twenty to sixty livres. A farmer of ten arpents has about three labourers engaged by the year. He pays four louis to a man, and half as much to a woman, and feeds them. He kills one hog and salts it, which is all the meat used in the family during the year. Their ordinary food is bread and vegetables.

Information jotted down like this is seldom of earth-shaking importance, but collecting it fixes in the mind not only the facts recorded but hundreds of associated impressions and ideas that might otherwise soon be forgotten. Few travel journals will ever be as full and interesting as Jeffer-

son's, but any traveler's account of his adventures will be a source of recurring pleasure, in later years—at least to him.

There is also much to be said for the student who wants to see all the traditional high spots; travel for him will mean hopping from one metropolitan center to another, concentrating his efforts on sight-seeing, museum tours, and the like. With modern means of transportation, huge areas can be covered in comparative comfort in a short period of time. When touring this way the student ought to prepare himself first by "boning up" on each city before he gets there. He ought to know something of the history and principal attractions of the place. He should study a simplified map so that he will be able to orient himself quickly when deposited at the door of his hotel. In this case, it might be wise to join an organized tour, since the savings in time and money involved will outweigh the disadvantages. It is wasteful, when one has but two days to see Naples, say, or Copenhagen, to have to spend precious hours finding a hotel room or pondering over a time table.

Casual tourists are generally well cared for by the dozens of organizations that run tours all over the world with great efficiency, but the serious American student ought consider joining a group made up of foreign students. These tours will be the cheapest, and they will bring him in close contact with persons like himself from other lands. He will learn a great deal while hurtling across the countryside in a bus, as well as while roaming the streets as a sight-seer. But in any case, he should try to spend some time in each place exploring on his own. Even an hour or two of aimless wandering (after the great cathedrals and museums have been covered with the group) will enable him to soak up some of the local atmosphere.

## LEAVE THE PHOTOGRAPHY TO PROFESSIONALS

A word of advice is appropriate here for the amateur photographer. It is seldom profitable to take pictures of the great sights themselves. One can always buy excellent post card photos of the cathedrals, monuments, castles, and landscapes that one will want to remember. These pictures cost no more than a nickle or a dime each, and are far superior to those snapped without preparation by even the most gifted amateur. A good idea is to collect these photographs at each place of interest, and use the backs to keep a journal account of one's travels and impressions—saving the camera shots for things that have some personal significance that cannot be found on a post card. The restaurant where one has had a particularly enjoyable meal, the flower seller in front of one's hotel, one's companion asking directions of a policeman, and so on.

## MAKING FRIENDS

The area where students most commonly fail to take maximum advantage of their opportunities while abroad is that involving personal relationships. From long and intimate experience Professor Angel del Río of Columbia University, a former dean of the Middlebury College Spanish Summer School and founder of the Middlebury graduate program in Madrid, knows a great deal about the problems of students in foreign countries. He has seen hundreds of them on both sides of the Atlantic grappling with a strange culture and an unfamiliar tongue. When asked for the benefit of his observations about their problems, he ranged at length over many facets of foreign study, but then suddenly dismissed what he had already said with an impatient wave of his hand and remarked: "The first thing you need, above all else, is a friend."

There are many reasons why Professor del Río considers friendship so important in foreign study. Students abroad are cut off from their normal social relationships. Separated from friends and family, removed from familiar faces and landmarks, even the most self-sufficient need to develop new human contacts. Then, too, a student needs friends for purely academic reasons. By getting to know other students his adjustment to the new environment will be hastened and smoothed. From simple tips about how to navigate amid the complex red tape of registration, student cards, university catalogs, and the like, to philosophical discussions on the nature of higher education, friends among the local student body can ease the path of the visitor and deepen his appreciation of his academic experiences.

Furthermore, intense intellectual effort calls for periods of relaxation. The scholar must plunge into the gregarious world of the café or the beer hall from time to time or he is sure to go stale. Students need also to discuss what they are learning with their fellows. What Americans call the "bull session" is actually an international phenomenon and a vital part of the process of education.

The development of friendships is also important from the point of view of international relations. Personal benefits aside, every student, simply because he is considered representative of his country, ought to get to know people abroad and give others a chance to know him. Of course, no one can fairly accuse a student who deliberately wishes to avoid people of being unpatriotic, but students generally certainly have an obligation to try to develop international understanding while overseas. For most, this can best be fulfilled on the personal level in man-to-man relationships. Other governments as well as our own spend large sums subsidizing (directly and indirectly) the education of foreigners for this very reason



—they feel that their national interests and the best interests of the world at large will be served if intelligent youths of different lands are given a chance to come together to learn. Any student who partakes of such largesse really ought to play the role expected of him, especially in view of the fact that this coincides with his own best interests.

To take an obvious example, the United States and the Soviet Union have set up an exchange of students program. Any American who accepted a scholarship in this program would be morally obligated to try to understand the Russians' point of view and to explain his own to them as forcefully as he could.

## DEFENDING AMERICA

Because of the sensitive position of the United States in world affairs, the American student is particularly exposed to questions about his government's actions and policies. A special problem is posed by the malicious question, the point raised not to obtain information but to embarrass. Dr. Paul R. Conroy, Chief of Professional Training at the United States Information Agency (USIA), has had long experience with this type of questioning, and has worked out a system for teaching Agency personnel how to cope with it. Students are less likely to be baited by "agitators" than are professional diplomats and other official representatives of the United States, but they are not immune to such attacks and can profit from the advice which Dr. Conroy has to offer. Here is his description of the USIA training program, drawn from an essay in the *Antioch Review*:

In the Training Division of the Agency a small group of persons preparing for overseas service meet regularly with me and others. One of them is invited to join us in front of the group, and the scene is set in the country to which he is assigned. We are the questioning nationals of that country, and the occasion is either a press conference or some less formal gathering. We try to keep the situation as realistic as possible, misunderstanding his American colloquialisms, expressing irritation at any patronizing remarks, and responding warmly to an expression of genuine interest and reasonable discussion of the problems we raise. We may be sincerely asking for information, or at times we may play the part of anti-American needlers, or even that of aggressive Communist agitators.

The questions we use are current, drawn from news developments or from common criticisms of America in the given country. To these are added the perennials: why do you hate the Negroes so? why are you so materialistic? why is the level of your culture so low? why is juvenile delinquency so prevalent? why

are there so many divorces? why do you keep the Indians in concentration camps? why is your government such a threat to world peace? A large group of additional questions probe for an explanation of American foreign policy in various areas of the world.

The first time the trainee encounters such questions he all too frequently displays his ignorance by lamely conceding the points of criticism or by trying to bluff his way through, only getting into deeper and deeper water. He may try to play safe with laconic and non-committal answers which actually arouse suspicion as to his mission in the country. Or he may be overly defensive and allow the "nationals" to push him from one embarrassing admission to another. Worst of all, he may become emotionally argumentative and make statements which give the questioners more ammunition against him.

When the conversation has gone far enough to illustrate the point, it is broken off, and the whole group engages in a post mortem. Every trainee has identified himself all along with the American representative, second-guessing him at each exchange of views, and now the issues are discussed while they are hot. It is a down-to-earth experience for all concerned, and the trainees emerge from the discussion with a keen incentive to study both the problems of America and those of the country of their assignment so as to do better next time.

In additional sessions, the trainee becomes more skilled and the "nationals" become more and more difficult. In the later stages we apply as much pressure as he can take, even becoming more cantankerous and offensive than any national he is likely to encounter. Thus on the job overseas he will gain more confidence when he discovers that the simulated conversations he learned how to handle were far worse than anything he now faces.

Dr. Conroy has also allowed us to print the following suggestions on methods of answering foreign critics, pointing out, however, that these are his personal views and not necessarily those of USIA:

Most of us are accustomed to thinking of things American as generally good, and certainly of our intentions as good. While we are aware that there are people who are critical of our actions, our culture and way of life, and who question our motives and intentions, this has been a matter of only vague concern to most of us. However, anti-American attitudes and criticism, the reasons for them in various parts of the world, and how to answer

these criticisms becomes a matter of major concern when one becomes a representative of the United States abroad. It may be unfair but it is natural for people to assume that an American representing his country abroad should have the answers to any problem they may have about the United States, its actions, its policies, its way of life, and its culture. Communication is an art, so the suggestions which appear below are along the lines of good practice, which, if consistently applied, will help anyone to carry on a useful discussion with an anti-American critic and develop skill in the art of finding a common ground which will serve as a spring board for changing the critic's attitude of mind.

**DON'T ARGUE.** Most of us know from experience that no one ever "wins" an argument. When a discussion becomes emotional and feelings of pride are aroused, it becomes a matter of pride to hold up your end of the argument. The point is soon reached when neither disputant is paying much attention to what the other is saying, for each is too busy thinking up his next crushing retort. You know that this has happened when you see in the expression of your "listener" that he is no longer really listening to what you have to say. True, if one of the disputants happens to be louder voiced than the other and creates a distasteful scene, the other may drop the argument merely because he does not like such scenes. But this certainly does not mean that the loud mouth has "won" the argument in the sense that he has convinced his opponent that he is right; the most he has accomplished is to convince his opponent that he is loud-mouthed and opinionated. Since your purpose in carrying on a discussion with an anti-American critic is not to convince him that you are that type of person, but to try to change to some degree his attitude toward the U.S. and things American, you must avoid any action which will turn the discussion into an argument.

**ANSWER WITH A "YES, BUT."** Probably there is no more sure-fire way to get a person's back up than to contradict flatly some statement he has just made. If someone says to you: "You're wrong; you don't know what you are talking about: just listen to me and I'll tell you the facts," your pride is stung, and almost automatically you are going to be determined to show this so-and-so a thing or two and prove that you are right. Wild horses could hardly get you to concede defeat after this, and a fruitless, ill tempered argument is under way, or you may simply drop the whole subject in disgust. On the other hand, if someone says: "Yes, I can understand how you feel, but have you thought of

. . . etc.," your feathers are not quite so ruffled and you are at least willing to listen to what he has to say with a reasonably open mind.

**FIND OUT WHAT THE CRITIC REALLY HAS IN MIND.** This is essential when the critic comes up with a sweeping general statement such as, "Americans have no culture and are nothing but materialistic dollar chasers." Admittedly, one is naturally inclined to bridle at this and come back with some strong retort. This may be exactly what the critic wants, to needle you enough so that you will make a hasty and ill-considered reply. However, if you do not rise to this bait, but simply pleasantly inquire as to what type of culture is in question by saying something like, "Well, culture is a word which has a lot of meanings. Perhaps we could discuss this a little better if you would tell me just what aspect of culture you were thinking of." This may elicit the reply that most of our music seems to be rock and roll, and that when good music is programmed on our radio or television stations, something like a Beethoven Sonata is interrupted every five minutes for an advertising commercial in very bad taste. Now, however, you have something definite to talk about, music in America, and you can take up the theme from there. On one occasion an American spent a long time trying to explain various phases of the school integration problem in answer to the question, "Why wasn't Autherine Lucy permitted to go to school," only to discover that the questioner meant his query literally, and thought that Miss Lucy was not permitted to go to *any* school. One is likely unconsciously to assume that the questioner knows more about the subject than he actually does, when often his question may come from rather vague and fleeting impressions he has picked up. It is good to ask questions and use other means to be sure that you know what is actually bothering the person. It may take some time to do this as people often are inclined to conceal their real gripes behind broad generalities. Often it takes time and patience to find out what the "hidden agenda" of the discussion are.

**DRAW ON YOUR OWN EXPERIENCE.** What you have seen and observed is your own. You should consciously plan to make the most of it. Getting the discussion down to personal experiences helps to escape the pitfalls of talking in broad general principles. In the case of the criticism of commercialism in radio, you could easily say that you agree that sometimes these commercials are irritating, but that you have listened to many programs of good music such as complete operas from the Metropolitan or sym-



phonic concerts by the New York Philharmonic, and that you have never heard a commercial interposed except at intermission, between acts or after the performance of all movements of a symphony. Then you can go on to discuss the fact that there is a small amateur symphony in your town, if this is true, and remark that commercial sponsorship has brought good music to millions of people who might not otherwise have a chance to enjoy it, and that most Americans feel that the advantages of this outweigh the disadvantages—but, after all, all peoples have their own ways of trying to provide for themselves opportunities to enjoy the better things of life, and our way seems to work out pretty well for us. In this type of response, you are not trying to prove too much, but are establishing the basis for a pleasant discussion of music and the enjoyment of it, which is almost certain to end with the questioner feeling that he may have been a little hasty in coming to the conclusions he had before he talked with you.

TRY TO GET THE DISCUSSION OUT OF AN EXCLUSIVELY AMERICAN CONTEXT. Often the critic will bring up items which are rather universal problems of human beings the world over, such as racial prejudices or discrimination, and present them as though they were something upon which Americans had a monopoly. Failure to take the obvious steps to get the issue into proper perspective can make it extremely difficult to carry on an intelligent discussion of the problem and the steps we are taking to deal with it. This certainly does not mean that you should make invidious comparisons with the situation in the questioner's country, in which you are a guest. However, you are likely to find yourself very much on the defensive if you do not do something about getting the matter into perspective as a human problem which has a definite manifestation in America. In the midst of doing this in the early phases of the discussion, you will also have a good chance to size up the questioner and come to some conclusions as to whether he is genuinely and honestly seeking information and enlightenment or whether he is a professional needler. If the latter, your answers will primarily be directed to whatever group of people, large or small, may be listening to the conversation. However, again it is well to remember that questions which may seem to you to be highly provocative and irritating may not be intended that way by the questioner. They may have been directed to him in that form and he is honestly trying to find the answer.

BE REASONABLE. Your manner will be remembered long after

your words or discussion points. If you show that you are willing to give courteous consideration to the critic's point of view, you will leave a favorable impression on the critic and other participants in the conversation. Candor is often most useful; if you don't know very much about the subject, say so frankly and try to steer the discussion to a theme upon which you can offer something constructive having some relation to the subject brought up by the questioner. Never forget the resources you have available in the USIS library, where reference material on virtually every subject can be secured quickly and without research and extensive study on your part. Where feasible, offer to get more information for the questioner, and arrange a definite time when you will have the data for him. Even where the question is on something very specific, on which you may not be informed in detail, you can carry on an intelligent, reasonable, and rewarding discussion if you have a good grasp of general background factors connected with the subject. Often it is useful to seek the questioner's point of view in detail and his reasons for it. This shows a flattering interest in his opinions and will usually yield clues to items which you can discuss with him. Quite often you will be able to say that there are many people in the U.S. who agree with his point of view, but on the other hand others feel differently for the reasons you then list. This device of taking the discussion over into the realm of opinion of various groups in the U.S. can be very helpful at times. Expression of appreciation of things which are good in his country should be inserted judiciously into the conversation to establish rapport and your breadth of view. While you may consciously resort to a tone of righteous indignation purposefully, you must remain in control of the discussion and present an appearance of confidence and aplomb. Sometimes you will disarm the critic by candidly admitting that the problem he presents poses a dilemma for the U.S. as to the most useful approach to its solution, and you may even ask whether he has any suggestions as to what should be done. People again are flattered by being asked for their views. The ensuing discussion will enable you to get in the points you have in mind. Remember that you are not always going to convince everyone in one sitting, but you will have gone far if you leave the impression that there is something in the U.S. point of view.

Dr. Conroy's advice is sound, but no matter how carefully an American responds to a question, whether it be malicious or honest,

he must know what he is talking about if his answer is to be effective. The Council on Student Travel, an organization that helps groups and individuals going abroad for educational purposes to find low-cost transportation, provides a useful orientation program on all the ships it charts. It is called the Travelers' Recreation-Information Program—TRIP for short, and offers shipboard lectures and discussions designed to help the student "clarify his own thinking about the U.S.A." This sort of thing can be very helpful, and so can the rest of the TRIP shipboard educational program,\* but it is *never* justifiable for a student to wait until he is actually en route to begin preparing for living abroad.

### A SIX-INCH LIBRARY

Fortunately, the student can bring a great deal of concentrated information along in his baggage even if he cannot cram it all into his head. Then at least he can say: "Wait, I don't know—but I'll look it up," when he is asked a difficult question. A few carefully chosen paperback books will prove immensely useful in this connection. With modern air travel weight limitations, the student cannot tote along a five-foot shelf of classics, but a "six-inch shelf" can be carried aboard weight-free, as hand luggage or stuffed into odd pockets.

This "six-inch shelf" should contain the *World Almanac* and a history of the United States. The *Pocket History of the United States* by Allan Nevins and Henry Steele Commager (Pocket Books) and William Miller's *History of the United States* (Dell) are both excellent. Add to these Richard B. Morris' *Basic Documents of American History* (Van Nostrand), and a work such as D. C. Doyle's *The United States Political System and How it Works* (New American Library). Bring also a detailed map of the United States—a wonderful conversation piece in any student café—and a copy of your college catalogue. Include the latest edition of *Paper-bound Books in Print* (Bowker), which will serve two purposes. It provides clear and concrete refutation when a foreigner claims that the average American is without cultural interests, and it is also a marvelous boon to those interested in purchasing cheap American books. Finally—if you want to be a really well-armed ambassador—carry along a collection of your own favorite paperbacks to lend or give to people you meet. Bring books that have some literary stature, of course, but not simply those you know are highly regarded. There is no better way

\* In addition to daily classes in the principal European languages featuring such things as academic terms, slang, food words, and "etiquette," TRIP offers lectures on student life, European culture, foreign educational systems, and other useful topics. Council-chartered sailings, with upwards of a thousand students abroad, are also, according to universal testimony, marvelous fun.

to gain the respect of foreigners both for yourself and for your country than to talk about a good book that you know well and about which you are enthusiastic.

## I CAN'T SAY IT IN FRENCH

Students abroad are quick to recognize the importance of making friends, but many report that it is difficult to do so. It is not hard to see why. The visitor is a rootless stranger in a new country, a mere bird of passage suddenly settling into a community of busy people. Everyone's natural tendency is to pass him by. Language problems exaggerate his isolation. A reasonably good command of a foreign language will be adequate for the tourist, but it is not enough for anyone who hopes to develop real friendships. "Even when you understand everything and can get across your own ideas, it is still hard to make close friends," one student told us. "There are always slang expressions that have to be explained, and the general ease of expression that you need with a true friend simply cannot come in one year." The strain of trying to communicate itself acts as a bar to friendship. "Sometimes," another student reports, "it is not worth the trouble to say it in French. As a result, all your relationships with other people are affected. To the French, I know that I don't appear as I really am."

Here is a funny story—a true one told us some years ago when we were working on *From Main Street to the Left Bank*—that shows how the language barrier can hinder the development of friendships:

*Older Man:* "Jenny, are you going out with Henri again this evening?"

*Jenny:* "No, I'm not. I won't walk with him ever again."

*Older Man:* "Why not? I thought you liked him."

*Jenny:* "Oh, I like him all right. But every time we go walking he stops somewhere along the road and relieves himself in the ditch. It's very embarrassing."

*Older Man:* "Now, Jenny, that's not very reasonable. You ought to realize that's the way the French are about things like that. If it really bothers you, why don't you ask him not to do it?"

*Jenny:* "I can't. I don't know how to say it in French."

Another problem is money—most Americans abroad have much more of it than local students, many of whom are made to feel either resentful or shy as a result. An American girl's experience in a French dormitory illustrates this: "Our room has two closets. Mine is full of clothes, . . . my roommate's closet is half empty. Everytime I open mine I feel bad, because I know she envies all that I have."

The American with greater resources and limited time is led into types of activity beyond the scope of local students. Some buy automobiles;



this expands their scope enormously and is a good thing, but since few foreign students have them it acts to keep the two groups apart. "Your students have more money than most of us," a German student comments. "They drive cars, get around, and we can't do these things. Thus they form a group of their own." The poor student scraping along on a strict budget may actually have more friends among his local colleagues than the well-to-do, no matter how hard the latter tries.

Foreign students are very busy and have relatively little time for social activities. Aside from their academic obligations many are forced to work in order to support themselves. According to one authority, over 40% of all French university students fall into this category. Foreign students are also, by and large, excessively formal and are slow to develop close relations with anyone. "People are hard to get to know here," an American in Munich complains. "They are always nice but distant. I'm used to real friendliness, and here it is strained. People just don't talk to someone they don't know."

This, however, is a one-sided view of the problem. It is difficult for American visitors to realize it, but there is little that they can really offer their hosts in the way of friendship. Why *should* people who are busy, who already have friends of their own, bother themselves with strangers whose knowledge of their language is limited and who will soon be returning to their own country in any case? Furthermore, many American students look upon foreigners as curiosities; they collect "friends" the way some people collect postage stamps. Naturally the discerning foreigner will resent and reject advances made in this spirit.

And shyness has much to do with the problem. While Americans tend to claim that foreign students reject their advances, many foreigners argue that it is *the American* who is clannish, cold, and unwilling to make friends. No doubt both are correct in describing behavior, and both wrong in ascribing motives.

All these factors, plus the size and impersonality of university lectures and the lack of a "campus atmosphere" at most foreign universities, increase the difficulties of the student abroad who is trying to find new friends. One result is that the American students in any foreign university are pushed together. All foreign groups tend to hang together, but Americans seem to be more prone to do so than most. The temptation ought to be vigorously resisted. No one who associates only with his compatriots can expect to understand a foreign country and its people. Furthermore, when Americans habitually stay together abroad they are bound to cause bad feeling. Cliques, even if well behaved, always cause resentment; and when their members talk in a foreign language, they may cause suspicion as well.

It would of course be unnatural and undesirable for American students

abroad to refuse to have anything to do with their fellow Americans. As Yves Rey-Herme, Director of the Summer Course at the Alliance Française, points out, students who are forced to speak and think in a foreign language all day must relax occasionally simply to avoid over-fatigue. Furthermore, it is good to have someone with whom to compare notes, review one's experiences, try out new ideas. People with common interests are sure to be drawn together and ought not to be discouraged from doing so at home or abroad. But at least until the student has achieved a reasonable competence in the local language he ought to keep his contacts with other English-speaking people to a minimum.\*

## PARTIES AND MIXERS

Educators everywhere realize how important it is for students to make local friends while abroad, and they have done a great deal to help the visitor make contacts. Practically all universities have special offices or committees that try to help foreign students make contact with local people. France, for example, has a national welcoming committee for foreign students with branches at all her universities. Germany has an academic exchange service on the national level, and special officers for foreign student affairs at each university. There are similar organizations and clubs for foreign students in most universities the world over. Within their often-limited means, they all try to aid the visitor in his search for friends.

Students participating in organized programs can always count on special help in meeting people. The junior year groups give teas, dances, and even an occasional cocktail party to which local students are invited. The Fulbright Committees run similar functions. Gatherings of this type are frequently excessively formal and artificial; nevertheless, they are sometimes helpful, especially if a skilled host can break the ice and get people talking.

Local excursions are excellent means of bringing students together, and fortunately their number is legion. One may feel uncomfortable at first with a stranger, but after jouncing across the countryside for a few hours with him in a bus, the awkwardness is almost sure to disappear. These affairs are more purposeful than the traditional tea party or dance. No one participates only to meet people, and all concerned are more likely to be natural and at ease.

Students might try seeking out people and organizations with special interests like their own. Even if one knows the language, the cultural

\* Most students report that it is impossible for learners to avoid lapsing into their native tongue when together, no matter how strong their resolution to avoid it.

barrier may make it hard to converse when first he meets foreign students. But if the student's hobby is radio, for example, association with other "hams" will be relatively easy and mutually interesting. Modern linguists have discovered that a person can master the vocabulary in an area where he has a special interest with remarkable rapidity. A novice who might be tongue-tied trying to make general conversation at a tea party can often communicate fluently when the subject is chess or skiing. There are far fewer student clubs in most foreign universities than in America, but they are not non-existent. The American abroad ought to track down such groups whenever he can.

In the last analysis, it is up to the student himself if he is to make friends. If he insists on maintaining the fiction that he is a guest, and waits to be entertained by his "hosts," he will usually wait in vain. This point came up repeatedly in our conversations with students. An American student in France said: "You have to realize that foreign people are not going to be climbing all over you to make friends." Another in Spain agreed. "You have to go out of your way if you want to make friends in Spain. You can't expect the Spaniard to seek you out."

A young German studying at Heidelberg offers this advice: "If an American really wants to get to know German students, he can. He should go to one of our student hangouts. Not to the 'Red Ox' or other so-called student cafés on the main street but to the small places. All he has to do is ask a German girl for a dance. She will surely introduce him to her friends and he can go on from there. But you've got to try. For example, if you asked me to take you to such a place I would, but you shouldn't expect *me* to look *you* up."

## FRIENDSHIP DO'S AND DON'TS

And again we emphasize that it always pays to try to speak the local language. Two Americans studying in Norway went camping between semesters. Whenever they stopped at a village in some isolated mountain valley they attempted to communicate in their halting Norwegian. Everywhere, these young men reported, people greeted them warmly. They were treated to drinks, were queried eagerly about America, invited to dine at many private homes. "If we'd spoken English, people might have understood us, but we wouldn't have seen anything but the sights," they said. A word of caution, however, about the manner of seeking friends: Don't go up, slap a European on the back, and start asking him questions. And go slow on addressing casual acquaintances by their first names.

Abroad as at home, sex is a powerful stimulus to the development of friendships. A pretty girl will find it easy to know as many young men

as she wishes to know in a foreign university, just as in the United States. Sex, indeed, is a universal language, and often a substitute for language. "If we don't know [French], what else is there to do?" an American girl at Grenoble confesses frankly. On the other hand, ignorance of the local language and of local standards of behavior can lead a student into unfortunate emotional relationships. A member of the opposite sex of a different nationality seems to have for many students a special charm. Unscrupulous characters, trading on this foolish romanticism, sometimes take advantage of naïve American visitors, convincing them that certain forms of behavior unacceptable in America are *à la mode* abroad. Not necessarily so, of course.

Some American girls, conditioned by kissing games at adolescent parties, consider osculation a casual and mildly enjoyable game, or part of the ritual of thanking a boy for taking them to the movies. When they submit to the embraces of a young man abroad who has never played "post office" or "spin-the-bottle," they are sometimes rudely shocked by what follows. In 1958 Professor Elbert Dobert, the director of the Wayne State junior year group in Munich, suggested a simple way of explaining this danger to American girls in his charge. He constructed two diagrams:



These diagrams illustrate the significance of kissing in the two cultures. In each figure X is the first kiss, and B is serious love-making. "If the girls understand my point, many misunderstandings can be avoided," Dobert remarked. "It doesn't do the male students any harm to see my chart, either," he added. One may smile at the illustration, yet the absence of this kind of information can cause serious difficulties and misunderstandings between basically compatible people.

Thus we have seen that the pitfalls along the road to achieving the maximum benefits of foreign study are many. No student will be able to avoid them all. But he should not be discouraged by this. His understanding of the dangers—his time devoted to planning before he sets out—his determination to make the most of an opportunity—will insure for nearly any student an enjoyable and profitable experience.



## CHAPTER 11: *Information and Assistance*

*A miscellany of practical advice on clothes, vaccinations, passports . . . plus a list of 84 national and international organizations providing students with information, advice, catalogues, guides, travel folders and even special student discount cards.*

THERE IS a certain amount of practical information that any American abroad or going abroad requires . . . ranging from “shots” to passports.

### PASSPORTS

To obtain a U.S. passport, applicants should appear in person at one of the following passport offices: Boston (U.S. Post Office & Court House Bldg.); Chicago (U.S. Court House, 219 So. Clark Street); Honolulu (Federal Building); Los Angeles (500 South Figueroa Street); Miami (320 S.E. First Street); New Orleans (International Trade Mart Bldg.); New York (630 Fifth Avenue); San Francisco (375 O’Farrell Street); Seattle (1410 Fifth Avenue); or Washington, D.C. (1717 “H” Street, N.W.). Passport applications may also be submitted through a Federal or State court, or sometimes through the County Clerk in the area in which the applicant resides.

The following credentials must accompany the passport application: (1) proof of U.S. citizenship (old passport; birth or baptismal certificate, if born in the United States; naturalization certificate, if born outside the United States of foreign parents); (2) two recent, identical, front-view

photographs, size 2½ x 2½. The passport fee is \$10, and the renewal fee \$5. The original passport is valid for 3 years, and the renewal for an additional 2 years.

## VACCINATIONS

The following vaccinations are either required or recommended for persons traveling outside the United States. These vaccinations should be recorded on a special form, the International Certificate of Vaccinations, which is available at all passport offices, travel agencies, ticket offices, local and State health departments, and U.S. Public Health Service offices.

(1) Smallpox. This vaccination is required for travel to most countries of the world and for re-entry to the United States. The immunization is valid for 3 years.

(2) Typhoid and Paratyphoid. This vaccination is optional, but recommended for all travelers. A combined vaccine against both fevers is given in 3 inoculations, 7 to 28 days apart. A booster dose is needed annually while in an infected area.

(3) Tetanus-Diphtheria. This vaccination is optional, but recommended for all travelers. Immunization is obtained by 2 or 3 inoculations, 3 to 6 weeks apart, followed by an additional inoculation a year later, with a booster every 4 years thereafter.

(4) Poliomyelitis. This vaccination, recommended for all travelers under 40 years of age, is administered in 2 inoculations, about 3 weeks apart. A periodic booster dose is recommended especially for those traveling in areas where the incidence of polio is high.

(5) Yellow Fever. This vaccination is recommended for travelers in the tropical and jungle areas of North America, the northern third of South America, and the middle third of Africa. Some countries may require this vaccination of travelers entering or returning from infected areas. Immunization, obtained through inoculation, is valid for about 6 years.

(6) Cholera. This vaccination is recommended for travelers going to India, Pakistan, and Burma. Some countries require this vaccination of all travelers returning from infected areas. Immunization, administered through 2 inoculations 7 to 10 days apart, is valid for about 6 months. A booster is needed every 6 months when there is possibility of exposure to the disease.

(7) Plague. This vaccination is recommended only for travelers to northern Peru, southern Ecuador, some interior regions of the Far East, and several countries of Africa. Immunization consists of two inoculations, 7 to 10 days apart. Booster doses should be administered every 4 to 6 months for those remaining in an infected area.

(8) Louse-borne Typhus. This vaccination is recommended for travelers to certain countries of Asia and Africa, as well as the Andean region in South America and the interior of Mexico. Immunization consists of two inoculations, 7 to 10 days apart, and is effective for 4 years. However, an annual booster dose is needed when traveling in an infected area.

(9) Malaria. All travelers to Africa, Asia, and South America should consult their physicians about the need to take along antimalarial drugs.

## RANDOM MEDICAL TIPS

Other health hints include the following: (1) If you wear glasses, take along your lens prescription or an extra pair of glasses. (2) If you have diabetes, or if you are allergic to penicillin, or have any physical condition that may require emergency care, carry some identification tag, bracelet, or card on your person at all times, indicating the exact nature of your condition. (3) In some areas of the world, be cautious about ice, drinking water, uncooked fruits and vegetables, raw milk and dairy products, and unchlorinated swimming pools. (4) Take it easy in unaccustomed heat and high altitudes.

For special health information on particular continents, write to Public Health Service, U.S. Department of Health, Education, and Welfare, Washington 25, D.C.

## YOUR WARDROBE

Some hints on clothing may not be amiss. Except for suntans and ripple sole shoes, the "uniform" for male students in Europe is much the same as on the American campus. The accent is on informality. However, when invited to dinner with a family, or when attending the theatre, opera, or concerts, it is customary to be dressed in a dark blue or black suit—especially in Germany. Sport jackets and slacks on such occasions are strictly in bad taste.

For the girls, the major difference in attire is in shoes and stockings. Tennis shoes and bobby socks are not *à la mode*. No matter how informally a Sorbonne coed is dressed—usually skirt and sweater—she will generally wear heeled shoes and stockings. In the summer, she might wear sandals or flats with no hose. Also, slacks are not as popular in Europe as in the United States.

For both men and women, it is a good idea to take mostly sports clothes. Keep in mind that most organized student activities at European universities center around ski trips, hikes, and camping expeditions. It is wise therefore to have the necessary attire for participating in those

activities. Needless to say, the student's wardrobe should be planned with a view to the climate of the country in which he will live.

## INTERNATIONAL ORGANIZATIONS

The prospective student can also draw upon a vast amount of help and information by contacting various organizations in the United States and in the country where he plans to do his work. In some cases help can be obtained by writing ahead. In others, it is necessary to visit the organization after arrival. The following list, while highly selective, should provide any prospective student with at least a start in tracking down helpful organizations.

*Co-ordinating Secretariat of National Union of Students, Box 36, Leiden, Netherland*

Issues an International Student Identity card entitling the bearer to many special concessions and privileges. Also publishes a *Student Hostels and Restaurant List* describing hostels and restaurants in 28 countries that provide special rates to holders of the Identity Card.

*International Universities Bureau, 6 rue Franklin, Paris 16, France*

A bureau of the International Association of Universities, providing information about study facilities and degrees of universities all over the world. Publishes an *International Handbook of Universities*.

*International Youth Hostel Federation, Vesterbrogade 35, Copenhagen V, Denmark*

Publishes an *International Youth Hostel Handbook* describing hostels all over the world.

*African Studies Association, 409 West 117 St., New York 27, N. Y.*

Provides information and advice for American students.

## ARGENTINA

*Instituto Cultural Argentino-Norteamericano, Maipú 686, Buenos Aires, Argentina*

Provides information and advice for foreign students.

## AUSTRALIA

*Australian National Advisory Committee for UNESCO, AMP Building, 50 Miller St., North Sydney, Australia*

Publishes a guide to *Opportunities available for Persons from Overseas to Study in Australia*.



*National Union of Australian University Students, 109 Oriel Rd., Clayfield, Brisbane, Australia*

Provides information and advice for foreign students.

## A U S T R I A

*Austrian Committee for International Educational Exchange, Türkenstrasse 4, Vienna IX, Austria*

Publishes a guide for students, *Study in Austria*.

*Austro-American Institute of Education, Operngasse 4, Vienna I, Austria*

Provides information and advice for American students.

*Austro-American Society, Stallburggasse 2, Vienna I, Austria*

Arranges study tours and social contacts for American students.

## B E L G I U M

*American Belgian Association, 25 Avenue de la Toison d'Or, Brussels, Belgium*

Provides information and arranges tours and visits for American students. Help with housing is also available.

*Belgian American Educational Foundation, 11 rue d'Egmont, Brussels, Belgium; or 420 Lexington Ave., New York 17, N. Y.*

Provides information and practical help on academic matters for American students.

## B R A Z I L

*Brazilian-American Cultural Center,\* Avenida N.S. de Copacabana, 690, Rio de Janiero, Brazil*

Provides information and aid to American students, including advice about language study, scholarships, and housing.

## C A N A D A

*National Federation of Canadian University Students, Room 221, 375 Rideau, Ottawa, Canada*

Provides information and advice for foreign students.

*Friendly Relations with Overseas Students, 22 Wilcocks St., Toronto 5, Canada*

Provides information and assistance with housing for foreign students.

\* There are branches of this organization in all the principal cities of Brazil. For a complete listing see the I.I.E. *Handbook on International Study: For U.S. Nationals* (New York, 1961), pp. 19-20.

## CHILE

*Instituto Chileno-Norteamericano de Cultura, Moneda 1467, Santiago, Chile*

Provides information and advice for American students.

## DENMARK

*Danish International Student Committee, Sankt Peders Stræde 19, Copenhagen, Denmark*

Provides information and advice for foreign students.

*Danish Students' Information Bureau, Studiestræde 6, Copenhagen, Denmark*

Provides information and assistance with housing for foreign students.

## FINLAND

*National Union of Students of Finland, Mannerheimintie 5C VII, Helsinki, Finland*

Provides information and advice for foreign students.

*Finnish-American Society, Satamakatu 2 A7, Helsinki, Finland*

Provides information and advice to foreign students, and organizes local excursions.

## FRANCE

*Centre National des Oeuvres Universitaires et Scolaires, 15 rue Soufflot, Paris 5, France*

Provides information, advice, and assistance with housing to foreign students. Publishes a pamphlet on *The Housing of Students in Paris*. Issues student identity cards. The regional offices of this organization are as follows:

7 avenue du Général Leclerc,  
Marseille, France

11 rue d'Amboise,  
Clermont-Ferrand, France

73 quai Viel Picard,  
Besançon, France

3 rue du Docteur Maret,  
Dijon, France

42 rue Sauteyron,  
Bordeaux, France

10 rue de Belgrade,  
Grenoble, France

rue du Gaillon,  
Caen, France

34 rue Jean Bart,  
Lille, France

18 quai Claude Bernard,  
Lyon, France

14 rue St. Yves,  
Rennes, France

74 avenue de Lodève,  
Montpellier, France

1 quai Diétrich,  
Strasbourg, France

11 place Carnot,  
Nancy, France

4 rue Lautman,  
Toulouse, France

76 rue des Carmélites,  
Poitiers, France

*National Office of French Universities, 96 boulevard Raspail, Paris 6, France*

Publishes an annual catalogue of courses for foreigners in France, a *Guide to French Higher Education*, and other useful materials.

*Office of University Tourism, 137 boulevard St-Michel, Paris 5, France; or, 972 Fifth Ave., New York 21, N. Y.*

Provides information and advice for foreign students, and organizes tours of France and other parts of Europe for student groups. Provides tickets for low-cost meals in student restaurants, and arranges low-cost transportation for students.

*France-Etats Unis, 24 rue Eugene Flachet, Paris 17, France*

Provides information and help with housing for American students.

## GERMANY

*Federation of German American Clubs, Walter E. Bowman, Engineer-Ord. School, Murnau/Obb., Germany*

Provides information and advice for American students.

*German National Union of Students, In der Sürst 1, Bonn, Germany*

Provides information and advice for foreign students. Has published *Deutscher Hochschulführer* 1959/60.

*Deutscher Akademischer Austauschdienst, Nassestrasse 11, Bonn, Germany*

Provides information and advice to foreign students. Also organizes study tours.

## GREECE

*State Scholarships Foundation, 14 Lysistrate St., Athens, Greece*

Provides information for foreign students.

*Greek Alumni of American Universities, Metochikon Tameion Building, Athens, Greece*

Provides information, advice, and help with housing for American students.

## GUATEMALA

*Guatemalan-American Institute, 13 calle 2-52, Guatemala City 1, Guatemala*

Provides information and advice for American students.

## HAITI

*Cercle des Etudiantes, 7 ruelle Roy, Port-au-Prince, Haiti*

Provides information, advice, and assistance in finding housing for foreign students.

## INDIA

*Ministry of Education, Information Section, Rm. 26, I Block, Central Secretariat, New Delhi, India*

Provides information and advice for foreign students.

*Ministry of Education, Publications Section, 31 Theatre Communications Building, Connaught Circus, New Delhi, India*

Has published *Living in India*, *Directory of Institutions of Higher Education in India*, and other publications of interest to foreign students.

*Universities Information Bureau, University of Bombay, Bombay, India*

Provides information and advice to foreign students.

*Bharat Darshan, New Delhi 5, India*

Arranges visits with Indian families for foreign students and provides information and advice.

## IRELAND

*Department of External Affairs, 80 St. Stephen's Green, Dublin, Ireland*

Provides information and advice for foreign students.

*Student's Representative Council, Newman House, 86 St. Stephen's Green, Dublin, Ireland*

Provides information and helps with housing for foreign students. Also arranges local excursions and tours.

## ISRAEL

*Association of U. S. University Alumni in Israel, c/o Joseph Epstein, 18 Dubnov St., Tel Aviv, Israel*



Provides information and advice to American students.

*Israel Students Tourist Agency, 7 Petach Tikva Rd., Tel Aviv, Israel*

Provides information and advice for foreign students.

*National Union of Israeli Students, Msilat Isharim St., Beth Hadar, Jerusalem, Israel*

Provides information and advice for foreign students.

## ITALY

*Italian Center for University Relations with Foreigners (C.R.U.E.I.), via Piemonte 60, Rome, Italy*

Provides information and advice for foreign university students.

*Association for Foreign Cultural Relations, Via Velletri 24, Rome, Italy*

Provides information for foreign students, organizes tours and work camps, and sponsors holiday centers.

*Italian Society for International Organization (S.I.O.I.), Via San Marco 3, Rome, Italy*

Provides information for foreign students and organizes lectures and meetings dealing with international organization.

## JAPAN

*Japan Society, 112 East 64 St., New York, N. Y.*

Provides information and advice for American students.

*Exchange Student Association, Rm. 304, Joshi Kaikan, 12 Shiba Park, Minatoku, Tokyo, Japan*

Provides information and assistance for American students.

*International Students Institute, 895 4-chrome, Kashiwagi, Shinjuku-ku, Tokyo, Japan*

Provides housing at International Student House to foreign students recommended by their governments, operates a language school, and provides information and advice for foreign students. Has published several volumes on reading and speaking Japanese. Has branches in Osaka and Fukuoka.

## LEBANON

*Alumni Association of the American University of Beirut, American University, Beirut, Lebanon*

Provides information, and operates a social center available to American students.

*National Union of Lebanese University Students, c/o Lebanese University, Beirut, Lebanon*

Provides information and help with housing for foreign students. Also organizes tours.

## MEXICO

*National Confederation of Students, Apartado Postal 541, Mexico D.F., Mexico*

Provides information and help with housing for foreign students.

*Institute of Mexican-North American Cultural Relations, Hamburgo 115, Mexico D.F. 6, Mexico*

Provides information for foreign students, organizes orientation courses and tours, and helps with housing.

*Mexico City Christian Association of Students, Justo Sierra 28, interior 201-2, Mexico D.F. 1, Mexico*

Provides information and advice for foreign students, with special reference to the Mexican educational system.

## NETHERLANDS

*Foreign Student Service, Oranje Nassaulaan 5, Amsterdam, Netherlands*

Provides information, advice, and help with housing for foreign students. Has published *Studying in the Netherlands*.

*Netherlands-America Institute, Museumplein 4, Amsterdam, Netherlands*

Provides information and advice for American citizens.

*Netherlands Universities Foundation for International Cooperation, Molenstraat 27, The Hague, Netherlands*

Provides information and advice for foreign students.

## NEW ZEALAND

*New Zealand University Students' Association, 37 Courtenay Place, Wellington, C.3, New Zealand*

Provides information, advice, and help with housing for foreign students.

## NICARAGUA

*Nicaraguan-American Cultural Center, Avenida del Centenario 403, Managua, Nicaragua*

Provides information and advice for American students.

## NORWAY

*Royal Ministry of Foreign Affairs: Office of Cultural Relations, Roald Amundsensgt. 6, Oslo, Norway*

Provides information and advice for foreigners. Has published *An Outline of Norwegian Education* and *The Organization and Administration of the Educational System of Norway*.

*Norway-America Association, Kirkegaten 15, Oslo, Norway; or, 127 E. 73 St., New York 21, N. Y.*

Provides information and advice to American students.

*Office for Foreign Students, University of Oslo, Oslo, Norway*

Provides information and advice for foreign students at the university. Has published *Facts about the University of Oslo* and an annual summer session catalogue in English.

## PERU

*Peruvian-North American Cultural Institute, Jirón Cuzco 446, apartado 304, Lima, Peru*

Provides information and advice for foreign students.

## PHILIPPINE ISLANDS

*UNESCO National Commission of the Philippines, Taft Ave., Manila, P. I.*

Provides information and advice for foreign students. Has published *Scholarship Opportunities in Philippine Educational Institutions*.

*Philippine International Friendship Organization, Dept. of Foreign Affairs, Padre Faura, Manila, P. I.*

Provides information, advice, and help with housing to foreign students.

## PORTUGAL

*Association of Students of the Instituto Superior Técnico, av. Rovisco Pais, Lisbon, Portugal*

Welcomes foreign students, provides information about language courses, scholarships, educational institutions, tours, and so forth.

*Casa Portugal, 447 Madison Ave., New York 22, N. Y.*

Provides lists of agencies in Portugal that help foreign students, and other information.

## SPAIN

*Institute of Hispanic Culture, Avenidad de los Reyes Catolicos, Ciudad Universitaria, Madrid, Spain*

Provides information, advice, and help with housing for foreign students. Organizes student tours.

*Students and Painters Residence, Plaza del Conde de Cheste 8, P. O. Box 42, Segovia, Spain*

Provides information for students of Spanish art and literature.

*Spanish University Syndicate: Office of University Tours, Glorieta de Quevedo 8, Madrid 10, Spain*

Provides information to foreign students about Spanish universities, work camps, and summer schools. Issues a "carnet de cortesía" entitling foreign students to the same rights as Spanish students in libraries, student restaurants, hostels, and so on.

## SWEDEN

*Sweden-America Foundation, Grevturegatan 14, Stockholm, Sweden; or, 127 East 73 St., New York 21, N. Y.*

Provides information and advice for American students. Has published *Travel, Study and Research in Sweden*.

*Swedish Central Committee for International Exchange Between Schools, Storkyrkobrinken 11, Stockholm C, Sweden*

Provides information and advice for secondary school students wishing to study in Sweden.

*Swedish National Union of Students, Aluddsvägen 7, Stockholm K, Sweden*

Provides information and advice for foreign students.

## SWITZERLAND

*Office of Swiss Universities, Sonneggstrass, 26, Zürich 6, Switzerland*

Provides information for foreign students. Has published *The Swiss Universities: A Short Guide*.

*National Union of Swiss Students, ETH 44a, Zürich 6, Switzerland*

Provides information and assistance for foreign students.

*Swiss Friends of the U.S.A., P. O. Box 39, Zürich, Switzerland*

Provides information and organizes social events for American students.



## TURKEY

*Turkish-American Association, 42 Mithat Pasa Caddesi, Ankara, Turkey*  
Provides information for American students. Organizes tours.

## UNITED ARAB REPUBLIC

*United Arab Republic Education Bureau 2215 Wyoming Ave., NW,  
Washington 8, D.C.*  
Provides information for American students.

## UNITED KINGDOM

*Central Bureau for Educational Visits and Exchanges, 55a, Duke St.,  
Grosvenor Square, London W.1, England*

This organization provides information for British subjects only, but its publications, *Survey of Educational Travel and Vacation Courses Abroad*, may be of use to American students.

*British Council, London Overseas Students Dept., 3 Hanover St., London W.1, England*

Organizes social affairs and provides information, tours, lectures and other facilities for foreign students. Publishes each term a summary of its *London Programme*.

*Association of Universities of the British Commonwealth, 36 Gordon Square, London W.C.1, England*

Provides information about all Commonwealth universities. Has published *Higher Education in the United Kingdom*.

*English-Speaking Union, Dartmouth House, 37 Charles St., London W.1, England*

Provides information and advice for American students.

*National Union of Students, 3 Endsleigh St., London W.C.1, England*  
Provides information and advice for foreign students.

## UNITED STATES

*Institute of International Education, 800 Second Ave., New York, N. Y.*

A clearing house for information about study abroad. Publishes a wide assortment of reports and bulletins about foreign study and about particular programs open to American students, the most important of which is *Handbook on International Study*.

*Council on Student Travel, 179 Broadway, New York 7, N. Y.*

Provides information and advice about foreign study programs. Arranges for low-cost transportation for individual students and groups. Provides orientation programs on its chartered vessels.

*National Education Association, 1201 Sixteenth St. N.W., Washington 6, D.C.*

Provides information about foreign study programs for teachers. Arranges for placing of American teachers in foreign schools.

## YUGOSLAVIA

*Yugoslavia Publishing House, Borisa Kidriča 70, Belgrade, Yugoslavia*

*• Publishes Foreign Students in Yugoslavia.*

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